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STATUS OF PREPARATION OF PUBLICATIONS, STUDIES AND DOCUMENTS FOR THE WORLD CONFERENCE

Addendum

Documents prepared by the United Nations Educational, Scientific and Cultural Organization

1. The attention of the Preparatory Committee is drawn to the attached documents prepared by the United Nations Educational, Scientific and Cultural Organization in connection with the six major themes specified in document A/CONF.157/PC/20.

2. The first document (Annex I), entitled "Procedure adopted by the Executive Board for the examination of communications concerning violations of human rights within UNESCO's fields of competence", describes the procedure for examining and making an initial assessment of individual communications. The second submission (Annex II) concerns UNESCO's activities relating to women within the framework of its mandate for combating inequalities and eliminating all forms of discrimination, including discrimination based on sex. The third submission (Annex III), entitled "Achievements and obstacles

in the field of education for human rights", covers UNESCO's activities in this area and advocates a global strategy for human rights education and democracy. Annex IV is composed of two submissions, the first dealing with the status of artists and craftsmen and the second with UNESCO's activities relating to the protection of copyright for intellectual works. The last document (Annex V) is concerned with freedom of expression and freedom of information; appended thereto is the Declaration of Windhoek on Promoting an Independent and Pluralistic African Press, which was adopted at the seminar held in Windhoek (Namibia) from 29 April to 3 May 1991, and the Declaration of Alma Ata on Promoting Independent and Pluralistic Asian Media, adopted at the seminar held in Alma Ata (Kazakhstan) from 5 to 9 October 1992.

Annex I

PROCEDURE ADOPTED BY THE EXECUTIVE BOARD FOR THE EXAMINATION OF COMMUNICATIONS CONCERNING VIOLATIONS OF HUMAN RIGHTS WITHIN UNESCO's FIELDS OF COMPETENCE

1. The procedure for examining communications concerning violations of human rights within UNESCO's fields of competence, which was adopted by the Executive Board in 1978 (see 104 EX/Decision 3.3), entrusts the examination of such communications to the Executive Board's Committee on Conventions and Recommendations.

A. Membership and sessions of the Committee on Conventions and Recommendations

2. The Committee, which is currently composed of 24 members, normally meets twice a year, in private session. The examination of communications is confidential. Special sessions may also be held when the Executive Board considers it necessary.

B. Practice and methods of work of the Committee

1. Preliminary measures

3. Any communication received by the Director-General is treated in the following manner:

(a) A letter is sent to the author of the communication informing him of the procedure laid down in 104 EX/Decision 3.3. The letter draws his attention to the conditions governing admissibility of communications and asks him to fill in a form and sign a declaration agreeing to the communication being examined according to that procedure;

(b) The communication is then transmitted to the Government concerned, which is informed that any reply it may wish to make will be brought to the notice of the Committee and that it may send a representative to attend meetings of the Committee in order to provide additional information or answer questions asked by the members of the Committee;

(c) Lastly, the communication is transmitted to the members of the Committee, together with the reply, if any, of the Government concerned and additional information from the author.

2. Consideration of the admissibility of communications

4. The Committee examines communications in private session. Its first task is to determine whether the conditions governing admissibility are met. There are 10 such conditions:

(i) The communication must not be anonymous;

(ii) It must originate from a person or group of persons who, it may be reasonably presumed, are victims of an alleged violation of any of the human rights within UNESCO's competence. It may also originate from any person, group of persons or non-governmental organization having reliable knowledge of those violations;

(iii) It must concern violations of human rights falling within UNESCO's competence in the fields of education, science, culture and information and must not be motivated exclusively by other considerations;

(iv) It must be compatible with the principles of the Organization, the Charter of the United Nations, the Universal Declaration of Human Rights, the International Covenants on Human Rights and other international instruments in the field of human rights;

(v) It must not be manifestly ill-founded and must appear to contain relevant evidence;

(vi) It must be neither offensive nor an abuse of the right to submit communications. However, such a communication may be considered if it meets all other criteria of admissibility, after exclusion of the offensive or abusive parts;

(vii) It must not be based exclusively on information disseminated through the mass media;

(viii) It must be submitted within a reasonable time following the facts which constitute its subject-matter or within a reasonable time after the facts become known;

(ix) It must indicate whether an attempt has been made to exhaust available domestic remedies with regard to the facts which constitute the subject-matter of the communication, and the result of such an attempt, if any;

(x) Communications relating to matters already settled by the States concerned in accordance with the human rights principles set forth in the Universal Declaration of Human Rights and in the International Covenants on Human Rights shall not be considered.

5. If the information provided by the author of the communication does not enable the Committee to reach a decision regarding admissibility, the Committee can keep the communication on its agenda and seek additional information, particularly from the Government of the State concerned, which is always invited to be represented at Committee meetings.

6. It is not uncommon, during consideration of a communication's admissibility, for the Committee to examine its substance. This is, firstly, because the 10 conditions governing a communication's admissibility are not all conditions of form. Some of them require at least a preliminary substantive examination. For instance, assessment of UNESCO's competence often requires a substantive examination. Secondly, for practical reasons, ruling that a communication is admissible simply because the 10 conditions

governing admissibility are met does not necessarily facilitate a solution of the affair and it may sometimes appear advisable not to be over-hasty in declaring a communication admissible and at the same time to consider, at least to some extent, the substance of the communication. Lastly, this procedure of deferring the declaration of admissibility may permit further dialogue with the States concerned and hence provide a new opportunity for those States to find a satisfactory solution designed to advance the promotion of human rights falling within UNESCO's fields of competence.

3. Consideration of the substance of communications

7. Having declared a communication to be admissible, the Committee on Conventions and Recommendations pursues its examination of substance while at the same time seeking an amicable solution to the matter so as to promote respect for human rights.

8. In this connection, the provisions of paragraph 7 of 104 EX/Decision 3.3 should be recalled:

> "Considering that, in matters concerning human rights within its fields of competence, UNESCO, basing its efforts on moral considerations and its specific competence, should act in a spirit of international cooperation, conciliation and mutual understanding; and recalling that UNESCO should not play the role of an international judicial body".

The Director-General plays a vital role in this connection. On various occasions, he has been invited by the Executive Board, on the recommendation of the Committee, for example:

(a) To initiate consultations "in conditions of mutual respect, confidence and confidentiality, to help reach solutions to particular problems concerning human rights" (para. 8 (b) of the Decision);

(b) To send, on behalf of the Committee, appeals for clemency to the Governments concerned or to contact them with a view to achieving the hoped-for result, and to use his good offices.

The same applies to other personalities, for instance the Chairman of the Committee, who may be requested and mandated to perform such missions.

9. Out of a concern for effectiveness in the search for an amicable solution, communications are always considered on a strictly confidential basis, and nothing has ever been done to publicize the cases that have been settled. One communication was even ruled inadmissible because its author violated the confidentiality of the procedure. However, full information on the procedure can be given to interested persons (for instance, researchers and human rights institutions).

4. Consideration of cases and questions

10. Certain communications sent to UNESCO are allegations not of individual cases of the violation of human rights, but of a series of such violations, so that there is some doubt whether the matter is a "question" as defined in

104 EX/Decision 3.3, namely "massive, systematic or flagrant violations of human rights which result either from a policy contrary to human rights applied de jure or de facto by a State or from an accumulation of individual cases forming a consistent pattern". In accordance with the procedure, "questions" should be considered by "the Executive Board and the General Conference in public meetings". It should be noted that these procedural rules have never been applied so far.

5. Implementation of the decisions of the Committee on Conventions and Recommendations

11. At the end of the proceedings, the Committee adopts a confidential report containing all the relevant information arising from its consideration of the communications which it feels should be brought to the attention of the Executive Board. The report also contains such recommendations as the Committee may wish to make, either of a general nature or concerning the action to be taken on communications submitted to it for consideration (104 EX/Decision 3.3, para. 15). The author of the communication and the Government concerned are informed of the Committee's decisions.

12. The Committee's decisions are final. However, even if it has declared a communication inadmissible, the Committee does not refuse to give fresh consideration to a particular case on the basis of "additional information" or "new material".

6. Exhaustion of domestic remedies: cooperation and coordination with United Nations bodies and with those set up by international treaties for the protection of human rights and fundamental freedoms

13. It should be noted that 104 EX/Decision 3.3 considerably relaxed the requirement - found in other procedures - that the available domestic remedies should have been exhausted as a condition for the admissibility of a communication: it calls only for proof that an attempt has been made to exhaust those remedies. Similarly, the fact that a case is also being examined by another United Nations body or by another international organization does not prevent the Committee on Conventions and Recommendations from examining that case as well. In point of fact, there is no competition between the UNESCO procedure and the other procedures, since all the decisions or measures taken by UNESCO are directed, without exception, to finding an amicable, humanitarian solution. The Committee has, incidentally, often had occasion to request the Secretariat to contact the secretariats of other international organizations in order to gather any useful information, especially when they are dealing with the same cases, or to agree on a division of work concerning those cases.

C. Assessment of the application of the procedures laid down by 104 EX/Decision 3.3

14. Between 1978 and 1991, 402 communications were examined. During that period, 121 alleged victims were either released or acquitted: 20 were authorized to leave and 34 to return to the State concerned; 24 were able to resume the employment or activity from which they had been barred and 11 were

able to resume a publication or broadcast that had been banned. To this brief assessment may be added the granting of passports and fellowships, the award of diplomas, amendments to certain discriminatory laws, etc. In all, 233 individual cases and nine situations or cases of general scope were settled through action taken by the Committee.

Conclusion

15. It is extremely difficult, if not impossible, to make a full and totally objective evaluation of the effectiveness of a procedure for examining complaints concerning alleged violations of human rights: in this respect, UNESCO's procedure is no different from others. There have, of course, been many cases, as was seen earlier, that have been settled to the satisfaction of the alleged victim.

16. The effectiveness of the procedure derives from its originality in the following respects:

(a) This procedure is designed exclusively to arrive at an amicable solution promoting respect for human rights. Every possible effort has been made to avoid a conflictual or accusatory situation. Even the conclusions of the Committee are usually formulated in general, not to say impersonal terms;

(b) This procedure is confidential from start to finish. The Committee's meetings are private. Its report is confidential. The dialogue with the State concerned can thus proceed with complete discretion, and States are far more willing to cooperate with the Committee in these circumstances;

(c) Complaints are examined from beginning to end according to a procedure which remains individual throughout;

(d) The human rights in respect of which allegations of violations may be brought before the Committee are essentially the following: the right to education, the right to benefit from scientific progress, the right to participate in cultural life and the right to information, including freedom of opinion and expression. These rights may imply the exercise of other human rights, for instance: the right to freedom of thought, conscience and religion; the right to seek, receive and impart information and ideas through any media and regardless of frontiers; the right to the protection of moral and material interests deriving from any scientific, literary or artistic production; and, finally, the right to freedom of assembly and association for activities connected with education, science, culture and information. Without being an international tribunal, UNESCO is duty-bound to be a recourse for intellectuals and victims of violations of the rights falling within its competence.

(e) The conditions governing admissibility of communications also present a number of special features. These conditions are not very demanding. Communications must not be anonymous; they must originate from the victim or from a person or group of persons or a private organization (NGO) with reliable knowledge of the violations; they must appear to be

well-founded; they must be submitted within a reasonable but unspecified time-limit; and they must show that an "attempt" has been made to exhaust domestic remedies.

All these characteristics doubtless contribute to the effectiveness of the procedure, although some may have perverse effects and require improvement. For example, in certain cases, the strict confidentiality of the procedure might encourage certain States to refuse to reply or deliberately drag matters out from session to session, confident that the Committee will not speak out.

17. One last question to be considered is whether the effectiveness of UNESCO's procedure should not also be assessed from another angle:

(i) The procedure would appear to have a dissuasive effect in that, once a case has come before the Committee on Conventions and Recommendations, it is reasonable to expect that similar cases will not recur: examples of such "restraint" on the part of national authorities, which prefer to avoid international complications, also exist in UNESCO;

(ii) Perhaps the chief merit of the UNESCO procedure is that it encourages member States to agree willingly to come and give the international community their explanations about the most essentially "domestic" problems - their treatment of their own nationals - when such problems present an international aspect, are international in scope and have international implications; in this respect, member States have almost always played an active part in the Committee's examination of communications concerning them.

Appendix

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

EXECUTIVE BOARD

104th session

(Paris, 24 April-9 June 1978)

104 EX/decision 3.3 Study of the procedures which should be followed in the examination of cases and questions which might be submitted to UNESCO concerning the exercise of human rights in the spheres of its competence, in order to make its action more effective: Report of the Working Party of the Executive Board (104 EX/3)

The Executive Board,

1. Mindful that the competence and role of UNESCO in the field of human rights derive primarily from article I.1 of the Constitution of UNESCO, which states: "The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations", and from the Charter of the United Nations,

2. Recalling the Universal Declaration of Human Rights, the international covenants on human rights and the various conventions and recommendations adopted by UNESCO,

3. Recalling 19 C/resolution 6.113 concerning UNESCO's responsibilities in the field of human rights,

4. Recalling also 19 C/resolution 12.1: "UNESCO's contribution to peace and its tasks with respect to the promotion of human rights and the elimination of colonialism and racialism - long-term programme of measures whereby UNESCO can contribute to the strengthening of peace"; and in particular paragraph 10 of the resolution, which invites the Executive Board and the Director-General:

"(a) to examine with particular attention the general situation with regard to respect for human rights throughout the world in UNESCO's fields of competence;

(b) to study the procedures which should be followed in the examination of cases and questions which might be submitted to UNESCO concerning the exercise of human rights in the spheres to which its competence extends, in order to make its action more effective;

(c) to continue to establish, with a view to the implementation of subparagraphs (a) and (b), close cooperation and coordination with the relevant United Nations organs so as to take advantage of their work and the lessons that can be learned from them in this field".

5. Having considered the report of a working group of the Board set up by virtue of 102 EX/decision 5.6.2 to carry out an in-depth study of document 102 EX/19, the analytical summary of discussions that took place at the 102nd session of the Board, and additional written comments provided by members of the Board,

6. Mindful of article I.3 of the Constitution of UNESCO, which states "With a view to preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the States members of the Organization, the Organization is prohibited from intervening in matters which are essentially within their domestic jurisdiction",

7. Considering that, in matters concerning human rights within its fields of competence, UNESCO, basing its efforts on moral considerations and its specific competence, should act in a spirit of international cooperation, conciliation and mutual understanding; and recalling that UNESCO should not play the role of an international judicial body,

8. Recognizing the important role of the Director-General, in:

(a) seeking continually to strengthen the action of UNESCO in the promotion of human rights, both through the settlement of cases and the elimination of massive, systematic or flagrant violations of human rights and fundamental freedoms; and

(b) initiating consultations, in conditions of mutual respect, confidence and confidentiality, to help reach solutions to particular problems concerning human rights.

9. Invites the Director-General to pursue this role;

10. Considering that, in the exercise of its competence in the field of human rights, UNESCO is called upon to examine:

(a) cases concerning violations of human rights which are individual and specific,

(b) questions of massive, systematic or flagrant violations of human rights which result either from a policy contrary to human rights applied de jure or de facto by State or from an accumulation of individual cases forming a consistent pattern.

11. Considering the terms of reference of the Committee on Conventions and Recommendations in Education,

12. Taking into account the tasks already entrusted to the Committee concerning human rights matters within the Organization's field of competence,

13. Decides that the Committee will henceforth be designated "the Committee on Conventions and Recommendations",

14. Decides that the Committee will continue to carry out its functions with respect to conventions and recommendations and will consider communications received by the Organization concerning cases and questions of violations of human rights within UNESCO's field of competence in accordance with the following conditions and procedures:

Conditions

(a) Communications shall be deemed admissible if they meet the following conditions:

(i) the communication must not be anonymous;

(ii) the communication must originate from a person or a group of persons who, it can be reasonably presumed, are victims of an alleged violation of any of the human rights referred to in paragraph (iii) below. It may also originate from any person, group of persons or organization having reliable knowledge of those violations;

(iii) the communication must concern violations of human rights falling within UNESCO's competence in the fields of education, science, culture and information and must not be motivated exclusively by other considerations;

(iv) the communication must be compatible with the principles of the Organization, the Charter of the United Nations, the Universal Declaration of Human Rights, the international covenants on human rights and other international instruments in the field of human rights;

(v) the communication must not be manifestly ill-founded and must appear to contain relevant evidence;

(vi) the communication must be neither offensive nor an abuse of the right to submit communications. However, such a communication may be considered if it meets all other criteria or admissibility, after the exclusion of the offensive or abusive parts;

(vii) the communication must not be based exclusively on information disseminated through the mass media;

(viii) the communication must be submitted within a reasonable time-limit following the facts which constitute its subject-matter or within a reasonable time-limit after the facts have become known;

(ix) the communication must indicate whether an attempt has been made to exhaust available domestic remedies with regard to the facts which constitute the subject-matter of the communication and the result of such an attempt, if any;

(x) communications relating to matters already settled by the States concerned in accordance with the human rights principles set forth in the Universal Declaration of Human Rights and the international covenants on human rights shall not be considered.

Procedures

(b) The Director-General shall:

(i) acknowledge receipt of communications and inform the authors thereof of the above-mentioned conditions governing admissibility;

(ii) ascertain that the author of the communication has no objection to his communication, after having been communicated to the Government concerned, being brought to the notice of the Committee and to his name being divulged;

(iii) upon receipt of an affirmative answer from the author of the communication, transmit the communication to the government concerned, informing it that the communication will be brought to the notice of the Committee, together with any reply the Government may wish to make;

(iv) transmit the communication to the Committee, together with the reply, if any, of the Government concerned and additional relevant information from the author, taking into account the need to proceed without undue delay;

(c) the Committee shall examine in private session the communications transmitted to it by the Director-General;

(d) the Committee shall decide on the admissibility of communications in accordance with the above-mentioned conditions;

(e) representatives of the Governments concerned may attend meetings of the Committee in order to provide additional information or to answer questions from members of the Committee on either admissibility or the merits of the communication;

(f) the Committee may avail itself of the relevant information at the disposal of the Director-General;

(g) in consideration of a communication, the Committee may, in exceptional circumstances, request the Executive Board to authorize it under Rule 29 of the Rules of Procedure to take appropriate action;

(h) the Committee may keep a communication submitted to it on its agenda while seeking additional information it may consider necessary for the disposition of the matter;

(i) the Director-General shall notify the author of the communication and the Government concerned of the Committee's decision on the admissibility of the communication;

(j) the Committee shall dismiss any communication which, having been found admissible, does not, upon examination of the merits, appear to warrant further action. The author of the communication and the Government concerned shall be notified accordingly;

(k) communications which warrant further consideration shall be acted upon by the Committee with a view to helping to bring about a friendly solution designed to advance the promotion of the human rights falling within UNESCO's fields of competence.

15. Decides further that the Committee shall submit confidential reports to the Executive Board at each session on the carrying out of its mandate under the present decision. These reports shall contain appropriate information arising from its examination of the communications which the Committee considers it useful to bring to the notice of the Executive Board. The reports shall also contain recommendations which the Committee may wish to make either generally or regarding the disposition of a communication under consideration;

16. Decides to consider confidential reports of the Committee in private session and to take further action as necessary in accordance with Rule 28 of the Rules of Procedure;

17. Decides also that communications transmitted to it by the Committee which testify to the existence of a question shall be dealt with in accordance with paragraph 18 below;

18. Considers that questions of massive, systematic or flagrant violations of human rights and fundamental freedoms - including, for example, those perpetrated as a result of policies of aggression, interference in the internal affairs of States, occupation of foreign territory and implementation of a policy of colonialism, genocide, apartheid, racialism, or national and social oppression - falling within UNESCO's fields of competence should be considered by the Executive Board and the General Conference in public meetings;

19. Decides to consider at its 105th session the report to be made by the Executive Board and the Director-General to the General Conference, at its twentieth session, on the implementation of Part II of 19 C/resolution 12.1.

Annex II

ACTIVITIES RELATING TO WOMEN (1991-1992)

Introduction

1. In view of the importance of its mandate for combating inequalities and eliminating all forms of discrimination, including those based on sex, UNESCO is continuing, by means of its third medium-term plan (1990-1995), to promote equality between the sexes in the areas within its competence. Moreover, the improvement of the status of women is now one of UNESCO's three priorities, the other two being Africa and the least developed countries (LDCs).

2. Since the adoption in October 1991 of its Programme and Budget for 1992-1993, UNESCO has been pursuing its activities in close cooperation with its member States, non-governmental organizations and the specialized agencies of the United Nations system. It has also increased its exchanges with the Council of Europe and, in particular, the Committee for Equality between Women and Men.

3. As in the past, UNESCO has adopted a dual approach to action to improve the status of women. First of all, specific activities with women as partners and as target population are being planned and implemented in all seven major programme areas:

1. Education and the future
2. Science for progress and the environment
3. Culture: past, present and future
4. Communication in the service of humanity
5. The social and human sciences in a changing world
6. UNESCO's contribution to prospective studies and to strategies concerned with development
7. UNESCO's contribution to peace, human rights and the elimination of all forms of discrimination.

Secondly, the integration of women and their points of view and interests is taken into account in all programme areas, although no specific guidelines and check-lists have been drawn up for this purpose.

4. These activities are grouped together and listed in the chapter which is entitled "Transverse theme: women" and contains detailed budget indications. In the Programme and Budget for 1992-1993, priority is given to literacy and basic education for girls and women. However, the approach adopted is interdisciplinary and intersectoral and is designed to take account of the points of view, needs and interests of women in all programme areas, especially education in science and technology, development planning, the

management of natural resources and the protection of the environment, as well as in cultural programmes, especially the conservation and dissemination of the non-physical cultural heritage.

5. UNESCO has four types of activity for the promotion of the status of women:

(a) Regulatory activity, which is intended to promote the implementation of the international regulatory instruments adopted by the General Conference at earlier sessions or at intergovernmental conferences specially convened on the initiative of UNESCO. This activity is of particular importance in some of UNESCO's areas of competence, such as education, where international conventions and recommendations already play a basic role in action to combat discrimination which persists at all levels.

(b) Studies and research are fundamental, since they enable UNESCO to play its intellectual, ethical and moral role and also because they provide the necessary basis for specific appropriate action in various social, economic and cultural contexts.

(c) Training, which is wide-ranging and takes place in all of UNESCO's areas of competence, is an especially effective means of improving the status of women, particularly in developing countries.

(d) Operational activities mean all specific projects being implemented in the field in member States, and are financed primarily by multilateral and bilateral donors.

ACTIVITIES CARRIED OUT

I. Promotion of equality between men and women in education and vocational training

6. The equality of men and women in education and vocational training remains a key issue. Even though great strides have been made at the international level, inequality is still the rule in many countries, particularly developing countries, and it is often increased by the economic crisis and unemployment, which primarily affects women. The World Conference on Education for All held in Jomtien (Thailand) from 5 to 9 March 1990 drew attention to this failure, considering that it was largely due to the fact that the methods used did not take sufficient account of the division of roles by sex and of the role of women in development. An inter-agency project for the basic education of girls was undertaken as a result of the Jomtien Conference and it takes particular account of the various aspects of the question, such as the education of children, agriculture, environment, training, health, housing, war, demography and cultural values. At its third session in Paris on 6 and 7 May 1992, the joint UNESCO/UNICEF Committee adopted a recommendation calling on UNESCO and UNICEF to formulate a joint strategy designed to provide a more adequate response to the basic needs of girls and women in respect of elementary education.

A. Regulatory activity

7. During the biennium 1990-1991, UNESCO continued its efforts to extend the implementation of the international regulatory instruments adopted by the General Conference at earlier sessions and at special intergovernmental conferences convened on the initiative of UNESCO.

8. Convention against Discrimination in Education (1960).
In June 1991, 77 member States were parties to the Convention, the same number as in 1989 and 1987. Consultations are held regularly to evaluate the progress made in eliminating obstacles to the education of girls and their access to all types of education. The fifth consultation was held during the last biennium and 71 States took part. In their replies, 63 States clearly referred to women as a traditionally disadvantaged group. Many of them emphasized that there was still serious opposition to treatment comparable to that of men. They nevertheless affirmed that considerable progress had been made through efforts to make all sectors of society aware of the need for the emancipation of women, which depends primarily on access to education. In many countries, as many girls are enrolled in higher education as boys, but the balance between the sexes is still not equal in terms of subjects. In countries where education was usually reserved for boys rather than girls, efforts to change the situation are being made, by youth organizations, women's organizations and non-governmental organizations. The majority of countries have finally opted for coeducation, since many of them consider such a measure as a stepping-stone towards greater equality of opportunity (33 of 63 replies report an entirely coeducational system, from nursery school to university, and no country is contemplating going back on its decision). Only eight countries have set up entirely separate educational systems for boys and girls beyond age 10. They are all Islamic and stress that requirements for entry, the quality of teaching staff and equipment are the same for both sexes and that studies are monitored with equal rigour. In other countries (32 out of 63), schools for either boys or girls, particularly secondary schools, still exist in a basically coeducational system. These are usually private schools.

9. The ILO/UNESCO Recommendation concerning the Status of Teachers (1966) contains special provisions designed to prevent any form of discrimination based on sex (provisions 7, 10 (b), 54 to 58, 102 and 103). In 1991, ILO and UNESCO abandoned the questionnaire and reporting system that had been used since 1968 to follow and assess the implementation of the Recommendation by member States and adopted a new method of work which involves organizing regional and subregional seminars. Studies on specific topics will also be carried out at the national level during the present biennium. Representatives of Governments and teachers' associations, as well as representatives of the private sector, are invited to take part in these activities with a view to improving the partnership between the three parties concerned. In all the activities planned, one agenda item places particular emphasis on the status of women teachers. The joint ILO/UNESCO Committee of Experts on the Application of the 1966 Recommendation (CEART) will meet at ILO in Geneva in 1994 to consider the relationship between the various activities that will have been carried out and will prepare its own report, which it will submit to the governing bodies of the two organizations.

10. The Revised Recommendation on Technical and Vocational Education (1974) contains provisions on the promotion of equality of opportunity for girls and women in technical and vocational education, aims at placing educational and vocational guidance at the service of this objective and encourages access by women to subjects traditionally reserved for men. The first consultation with member States on the implementation of the Recommendation was held in 1985 and submitted to the General Conference in 1987, and the second questionnaire containing a survey on measures to promote the access of women to technical and vocational education was sent to member States in July 1990. The analysis of the survey will be submitted to the General Conference for its consideration at its twenty-seventh session (1993).

11. Convention on Technical and Vocational Education (1989). At its twenty-fifth session, the UNESCO General Conference adopted the Convention on Technical and Vocational Education, the preamble of which reaffirms "the need to make a special effort to promote the technical and vocational education of women and girls". Article 3 of the Convention also provides that the Contracting States should endeavour to guarantee equality of access and opportunity for the two sexes throughout their studies.

12. At its forty-third session (Geneva, 1992), the International Conference on Education adopted a recommendation intended for Ministers of Education and Culture on the contribution of education to cultural development (No. 78). The Conference stressed, inter alia, the role of the educational system vis-à-vis women and the need to ensure equality of opportunity for boys and girls in access to education, in continuing their studies and in educational and vocational guidance.

13. The Recommendation on the Development of Adult Education (1976) recalls that women should not be isolated from adult education, including adult education activities which provide training for qualifications leading to activities or responsibilities which have hitherto been reserved for men. A questionnaire was sent to member States with a view to a new consultation on the implementation of this recommendation. The replies are now being analysed.

B. Studies and research

14. Several case studies in Africa on the enrolment of girls in primary school and four studies in Latin America (Chile, Colombia, Guatemala and Mexico) have been carried out to assess the factors that encourage or prevent the access of girls to primary education. These studies will serve as a basis for a Pan-African Congress to be held during the 1992-1993 biennium.

15. In the context of the population education programme, considerable importance is attached to problems affecting women and school-age girls. Studies carried out in the past two decades have shown that there is a link between education, vocational training and fertility. In preparation for the International Congress on Population Education and Development (Turkey, 1993), UNESCO is drawing up a balance sheet on 20 years of activity and experience in population education. The balance sheet will be published in early 1993 in

the International Review of Education of the UNESCO Institute for Education (Hamburg). An annotated bibliograhy on population education will also be published in 1993 in the "IBE Bulletin" series of the International Bureau of Education in Geneva.

16. As part of the education programme to prevent drug abuse, a study has been carried out in Greece in cooperation with the Mediterranean Women's Studies Institute on drug use by female students in secondary education. The study analyses trends in drug use among young women, defines their social and economic characteristics and identifies their educational needs in terms of prevention.

17. With regard to education to prevent AIDS, a study entitled "AIDS and Women" will be published in early 1993. It will highlight the place and role of women in the AIDS epidemic and is intended to show that they are increasingly concerned by this problem as wives, mothers and dispensers of care. It stresses in particular that women have a key role to play if they receive the right kind of education.

18. In an entirely different field, a series of studies has been undertaken in cooperation with the University of the West Indies in 10 English-speaking Caribbean countries on the access of women to the planning, administration and management of education. These studies have served as a basis for a symposium on "The role of women in policy-making in education in the Commonwealth Caribbean". The recommendations resulting from the symposium stress the importance of the gender dimension in education.

C. Training

19. Training in all its forms, and at all levels, constitutes an important part of UNESCO action aimed at promoting equality between women and men.

20. Efforts to combat illiteracy and to eradicate it by the year 2000 constitute, as was stated by the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women (Nairobi, 1985), a challenge to the international community. Success is still a long way off: there are some 900 million illiterates in the world, and two thirds of these are women. UNESCO's activities in the area of adult training and literacy, financed in most cases from extrabudgetary funds, in particular UNDP, AGFUND, NORAD and FINIDA, often focus on women and girls living in rural areas or peripheral urban areas.

II. Literacy and civic education for women

21. In order to give effect to the recommendations of the World Conference on Education for All (Jomtien, Thailand, March 1990) organized jointly by UNESCO, UNDP, UNICEF and the World Bank, several functional literacy and civic education projects for women have been initiated in several countries and regions: Africa, Asia and the Pacific, Latin America and the Caribbean, and Arab States. By way of example, mention may be made of the following projects:

(a) In Mongolia, a basic education and vocational training project for nomadic women in the Gobi Desert has been initiated with funding from DANIDA. This project is scheduled over six years at a cost of $2 million and is aimed at teaching 15,000 women to read and write and to give them training. It should be noted that 20 per cent of nomadic families are headed by a woman;

(b) In Mali, a literacy and training project for rural women relating to environmental conservation has been initiated, with Norwegian financing;

(c) In Mauritania, two functional literacy projects to enable women to set up production cooperatives are being executed and financed by AGFUND;

(d) In Togo too, two literacy and vocational training projects for women and girls are being financed by NORAD and are in the process of execution;

(e) In Kenya, a pilot project for the production of post-literacy material relating to the health of women and children in the slum areas of Nairobi is in the process of being formulated;

(f) In China, a pilot literacy project for women of the Zuang ethnic minority has been undertaken;

(g) In Viet Nam, a pilot literacy project is aimed at women in the mountain region of Ha Bac.

22. In addition, several seminars and workshops on literacy and civic education for women have been organized in various countries: Kyrgyzstan, Namibia, Democratic People's Republic of Korea and Burundi. With the same objective, two subregional workshops have been organized in Peru and El Salvador with a view to the production of material for post-literacy civic education for women. Note should also be taken of the production of appropriate guides for the implementation of pilot projects relating to the education of women and girls in rural areas.

23. Reference should be made to the publication of several works on women's literacy and education by UNESCO departments or in conjunction with publishing houses:

(a) Savoir et pouvoir: une alphabétisation pour les femmes, published in French in September 1992;

(b) Women and Literacy, in cooperation with NGLS and the Berg publishing company (London);

(c) Twenty-nine guides and brochures containing material for inclusion in programmes intended for women who have recently learnt to read and write have been published and distributed in the Asian region.

III. Access of women and girls to technical and vocational and scientific education

24. Despite the efforts made to improve the access of girls to technical and vocational education and to increase the presence of women in scientific and technological careers where women remain in a minority, obstacles continue to impede their progress in these decisive areas of economic and cultural life. During the past biennium, several pilot projects aimed at equality of access for women and girls to the various types and levels of technical and vocational education have been undertaken, notably in Guyana and Tunisia, and several action/research studies have been conducted in Germany, Greece, Lebanon and Uruguay, with a view to training leading to employment or remunerated activities. Three new projects are currently under way in Yemen, Ethiopia and Tunisia with the objective of promoting the access of women and girls to technical and vocational education and to agricultural training, with a view to improving their know-how and productivity.

25. As regards science education, UNESCO, in conjunction with the International Council of Scientific Unions, has undertaken an in-depth study on women and children in the area of mathematics, and begun to establish a network of women specialists in science and technology in Asia (Regional Network of Women in Science and Technology, Delhi, India).

26. With a view to promoting the access of women and girls to science education, UNESCO, in conjunction with the Universidad Pedagogica Experimental Libertador in Venezuela, has begun work on the establishment of guidelines for the teaching of science and technology which take particular account of the needs and interests of women and girls. A seminar to be attended by representatives of eight member countries of the international network concerning the teaching of science and technology is to be held in Venezuela in November 1992 with the objective of putting these guidelines into final form. Contacts aimed at the establishment of these guidelines for the teaching of science and technology to women have been made with the competent national or regional institutions in the Arab region, French-speaking Africa and Asia.

27. Within the limits of its budgetary capacities, UNESCO is providing financial support (travel and study fellowships) for the participation of women from the developing countries, in particular, in scientific training courses and international conferences. In the context of its intergovernmental programme "Man and the Biosphere", certain projects are designed in such a way as to take into consideration the participation of women and their role in the management of natural resources and in environmental protection. By way of example, reference should be made to the project "Alternative strategies for improvement of the environment and living conditions in marginalized urban sectors in Santiago with special attention to women: the case of Conchali District", which was initiated in Chile in March 1992.

28. Several seminars and conferences relating to the environment have been held since the beginning of the present biennium (1992-1993). Two of them were intended for women:

(a) Conference on Women in Environment, New Delhi, 4-6 March 1992. Eighty women participated in this Conference, at which they received specialized training;

(b) Regional Environmental Education: Seminar for Women, Auckland, New Zealand, 7 and 8 April 1992. Sixty-one women from 12 countries in the region participated in this seminar organized in cooperation with the Pan-Pacific and South-East Asia Women's Association.

29. In addition, UNESCO, in cooperation with the Third World Organization for Women in Science, is organizing the first conference of this institution, which was established in October 1988 in Trieste. Financed largely by the Kuwait Foundation for the Advancement of Science, this conference will bring together a large number of women specialists in science and technology from the Arab world and its subject will be "Women's vision of science and technology for development". It is to be held in Cairo in January 1993 and will have the following objectives:

(a) To identify the new directions of research for women in the area of science, technology, education and training;

(b) To identify means of promoting and involving women in science and technology for development;

(c) To draw the attention of the international scientific community to fundamental areas for the purpose of better development.

The conference is of exceptional importance for the promotion of scientific research in the Arab region and giving fresh dynamism to development for women.

IV. Participation of women in cultural, economic and political life

30. Legally speaking, the final obstacles to the participation of women in cultural, economic and political life have disappeared, and women now play a far more important role in most societies. Difficulties nevertheless remain, and the area of politics is still occupied mainly by men. The latest political and social developments in the countries of eastern and central Europe have also led to a deterioration in the real status of women and, in particular, a decline in their participation in both political and economic activities.

31. In November 1991, UNESCO, in cooperation with the Academy of Social Sciences of the former Soviet Union, organized in Moscow an international seminar entitled "Gender studies: issues and comparative perspectives". This seminar, the first of its kind to be held in Russia, brought together 400 participants at the highest level (university teachers, researchers, politicians) from 11 republics of the former Soviet Union, men and women observers from several non-governmental associations, and international women experts in gender studies. The seminar provided a means of analysing the current situation of women, both within the family and as regards their participation in economic and political life. It emphasized that the movement towards a market economy and democratization currently under way had, at least

in its current phase, led to a deterioration in working conditions for women, accompanied by a decline in social guarantees, women being the first to be affected by the problem of unemployment since they are among the least qualified members of the labour force. The seminar also showed that the participation of women in political activity and decision-making is in decline, not only in Russia, but also in the other republics of eastern and central Europe. The seminar adopted specific recommendations aimed at the full reintegration of women in the process of economic and social change.

32. UNESCO is continuing its activities aimed at enhancing the contribution of women to development since, although this contribution is recognized worldwide, it nevertheless remains inconspicuous, especially in the so-called informal sector. A meeting of the international network for research and action on the role of women in the informal sector is to be held next November at Selabintana (Indonesia), with the objective of formulating micro and macroeconomic strategies to promote this network and extend it in rural and urban areas. In addition, a work entitled "Women in developing economies: making visible the invisible" is being published jointly with the Berg publishing company. The aim of this book is to increase decision-makers' and planners' awareness of the importance of women's contribution in development strategies.

33. Another work on the participation of women in cultural and artistic life has recently been published by UNESCO. It is composed of several studies undertaken in the course of the past 10 years and describes the life of women in various countries and regions, their participation in the cultural life of their community and cultural obstacles to the accession of women to their full rights, raising questions about the nature of these obstacles.

34. Several ongoing activities specifically for the benefit of women are aimed at their basic and further training in the various areas of culture: administration and management of cultural and artistic projects, collection of data on handicrafts, book publishing, etc.

V. Participation of women in communication

35. UNESCO played a pioneering role in research on women and communication in the early 1950s, when European specialists in social sciences were just discovering the problem. In the 1980s, the need for the training of women in communication was keenly felt, particularly in areas that were not always open to them, such as publishing, radio, the media, communication by satellite and television.

36. At its 139th session in June 1992, the Executive Board considered an evaluation report on the organization's activities relating to communication for women undertaken between 1980 and 1990 and made recommendations for UNESCO to continue its action in that area, where women are thin on the ground, especially in decision-making posts.

37. Since the beginning of the biennium, several activities have been undertaken to promote and support the participation of professional women in the media (film directors, film producers, journalists, etc.) in high-level international meetings or training seminars in various regions: Europe, the

Caribbean, Africa, the Pacific and Latin America. Technical and financial assistance is given to networks for women specialists in the media with a view to promoting exchanges between associations and consolidating these networks.

38. Three projects financed by the Intergovernmental Programme for the Development of Communication (IPDC) are under way in Mozambique, Gabon and the Netherlands. The first project concerns the publication of a periodical (Senda) whose objective is to improve the dissemination of information on the status of women through specialized periodicals. The purpose of the second project is to develop a newspaper (L'Egalité) published by Gabonese women jurists by improving its quality and boosting its circulation in the French-speaking countries of the region. The third project concerns training and the production of programmes on subjects relating to the status of women for television and in the form of videotapes.

VI. Information on the rights of women and efforts to combat all forms of violence against women, including procuring and enforced prostitution

39. In its programme and budget for 1992-1993, UNESCO has developed a new activity, namely, the organization of summer universities for women, with the prime objective of assisting the free movement of ideas and experiences arising from women's struggle for recognition and respect for equal rights for women and men in the social, economic, cultural, scientific and political spheres.

40. The first session of these summer universities for women was held at Mamaya (Romania) from 29 June to 5 July 1992. This session, entitled "Feminism: international experiences and solidarity", brought together some 40 participants representing non-governmental organizations, university teachers active in the areas of culture, education, the press, television, industry and research in social sciences, and guests from Belgium, France and Russia prominent in university and intellectual circles, national and interregional institutions and various associations. The session provided a means of undertaking what amounted to an "expert appraisal" of the question of Romanian women and initiating an analysis of women's place and role in the democratization of political and cultural life. It also enabled links of international solidarity to be forged and international cooperation projects to be formulated in order to reinforce the capacity of women to fight for greater equality through associative, cultural and political activities.

41. In the context of efforts to combat procuring and the enforced prostitution of women, a follow-up action plan to the recommendations of the committee of experts that met at Penn State (United States) in April 1991 has been initiated. This committee of experts was convened at the invitation of UNESCO to analyse international action to combat the traffic in, and prostitution of, women, and in particular to analyse the implementation of the 1949 Convention and to propose activities to enforce this action. The plan of action has two aspects:

(a) Reinforcement of the 1949 Convention by establishing supervisory mechanisms similar to those which exist for other human rights instruments, calling on States which have not yet done so to ratify the Convention;

(b) Formulation of a draft Convention on the sexual exploitation of women, which will deal with the prostitution of women, international trafficking, violence and sexual exploitation and will constitute a more effective response to the new requirements of the campaign against this evil, in both theoretical and practical terms.

One of the prime objectives of the plan of action is to broaden analysis of these points and to inform the greatest possible number of national, regional and international non-governmental organizations working in the areas of human rights, the rights of women, prostitution and violence of the proposals contained in the Penn State report. To this end, the plan also intends to develop women's networks in places where NGO networks do not exist.

42. Lastly, for information purposes, UNESCO will host at its headquarters the symposium, organized by "task forces" against procuring, on prostitution, procuring and crime, in the context of the new European area. The symposium will be presided over by Mrs. Catherine Lalumière, Secretary-General of the Council of Europe, and will be held on 3 December 1992.

Annex III

ACHIEVEMENTS AND OBSTACLES IN THE FIELD OF EDUCATION FOR HUMAN RIGHTS

A. Objectives of education for human rights

1. Introduction

1. The General Assembly of the United Nations, through the proclamation of Universal Declaration of Human Rights (1948), recognized human rights as a "common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms ...".

2. The function conferred on teaching and education in the Preamble is echoed in the purpose which article 26 of the Universal Declaration assigns to education, namely, to "be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms" (para. 2).

3. On the same historic date of 10 December 1948, the General Assembly of the United Nations recommended Governments of Member States "solemnly to publicize the text of the Declaration and to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions" (resolution 217 (III), section D, of 10 December 1948).

4. Thus, already at the time of the conception of the Universal Declaration, culture, education and communication had an essential role to play in preparing individuals and peoples to ensure together the destiny of mankind in this march towards a common ideal. Accordingly, in 1948, the General Conference of UNESCO, meeting in Beirut for its third session, conscious of the mission incumbent on the Organization, immediately instructed the Director General "to encourage the incorporation of the Declaration as subject-matter in the teaching ... which is given in schools" (res. 8.1).

5. Although from that time onward UNESCO developed a programme based on education for human rights, it was in 1974 that the whole of its activities received fresh impetus with the adoption by the General Conference at its eighteenth session of the "Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms". This Recommendation, the sole universal international instrument covering this very broad sphere (subsequently known as the "1974 Recommendation"), applies to all stages and forms of education.

6. More recently, the International Congress on Human Rights Teaching, Information and Documentation (Malta, 1987) emphasized, nine years after the International Congress on the Teaching of Human Rights (Vienna, 1978), the need to strengthen human rights education all over the world within a coherent and concerted framework. The points taken up by the congress in Malta were based on a series of regional balance sheets prepared by human rights research and education institutions.

7. At present, there is a need for a global strategy for education for human rights and democracy. The most important characteristics of such a strategy would be based on guidelines intended to remedy the shortcomings noted since the Malta Congress and to overcome the difficulties encountered.

2. General framework

8. Emphasis should first be placed on the responsibility of member States in the promotion of education for human rights and democracy. Political will must be actively expressed in support of such education. It should be accompanied by the necessary administrative and financial regulatory measures, and in cases where education is a decentralized or autonomous sector, appropriate incentives should be created.

9. If education for human rights and democracy is to bear fruit, it must be conceived within an integrated approach; in other words, it must address all stages (pre-primary, primary, secondary, technical, university, etc.) and all forms (school, extra-curricular, extramural, adult education, literacy, etc.) of education. In this process, the role of the family and cultural institutions should not be overlooked.

10. Education for human rights and democracy can impregnate the whole of society only with the cooperation of all participants in the process. Thus stress must, for example, be laid on the motivation of pupils and students and vulnerable groups and communities, and indeed official bodies, teachers' or students' unions, parents' associations, and professional, religious, women's and youth organizations.

3. Formal education

11. In the area of formal education, emphasis should be laid on the training of trainers. Despite the availability and desire of teachers to introduce the teaching of human rights into a course, specific encouragement is often lacking. In these circumstances, teachers are sometimes afraid that they will be unable to master the content of the course they are to give.

12. Teachers who decide, despite the lack of training, to embark on a pilot course must receive backing that will provide a means of monitoring the course and learning lessons from it through built-in evaluation. In order to respond to these specific situations, importance should be attached to educational research. Such courses can be undertaken only on condition that the teacher receives encouragement from his principal or the director of his education authority.

13. It has to be acknowledged that in all schools throughout the world the timetables of students and pupils, as well as teachers, are particularly heavy. The teacher may therefore take the view that human rights should be taught as an "extra", when he has completed the compulsory curriculum. It also happens that a teacher considers his role to be one of transmitting knowledge and not transmitting values. In this situation he may feel that human rights fall within the sphere of ethics, to be taught, for example, as

part of children's upbringing or in philosophy, ethics or even history courses. In order to respond to these problems, stress must be laid on human rights teaching as an across-the-board programme which concerns all disciplines and not as an additional subject.

14. Although human rights education from the secondary level must be based on a precise knowledge of instruments (Universal Declaration of Human Rights, International Covenants on Human Rights, specific international conventions, national contributions, etc.), the question of human rights must also be approached in most other subjects. In order to encourage young people to think about the indivisibility and interdependence of human rights, for example, the study of literature may include novels analysing the oppression of a particular category or ethnic group, or even poetry written in detention by political prisoners. Biology may lead to the study of bogus scientific theories on racism or the question of equality between men and women. Sports education may provide an opportunity for increasing respect for one's own body and the bodies of others.

15. Stress must also be laid on the importance of increasing and diversifying teaching methods and promoting exchanges of experiences in this area. Although a teacher may in some cases master the substance of human rights, he may sometimes lack the techniques and methodology for transmitting his knowledge without dogmatism.

16. In line with the foregoing, teachers often need to use illustrated didactic material giving numerous examples or citing various texts and situations. In this connection, stress must be laid on the importance of audiovisual material, which remains a medium that is very expensive to create but has considerable educational potential.

17. It is a matter of regret that, in higher education, few faculties offer courses in human rights. UNESCO, in conjunction with the United Nations Centre for Human Rights, has accordingly decided (a) to prepare a manual for the teaching of human rights at university level, and (b) to publish a broad series of university curricula containing examples of courses on human rights.

18. Lastly, in schools, the teaching of human rights and democracy is also dependent on learning through action. There are two aspects to such learning: first, expanding knowledge by compiling, for example, information on a particular form of violation of human rights with a view to an exhibition on the subject, and secondly, in situ application of respect for human rights and the exercise of democracy.

4. Non-formal education

19. In the non-formal context, education for human rights and democracy has proved an important element in motivation and an essential factor in social integration. It is perhaps in this area that the most innovative experiences have emerged in recent years thanks to the activity of youth leaders and social workers in rural areas and shanty towns, with refugees, disadvantaged groups, etc. Non-formal education with vulnerable groups must be encouraged in order to achieve autonomy in the protection of human rights.

20. Similarly, education through para-legal aid given by legal aid clinics has proved very important, particularly in disadvantaged areas. This is also the case with adult education or the introduction of human rights into literacy courses.

21. It is also essential to promote the specialized training of professional personnel particularly concerned by human rights, such as magistrates, doctors, nurses, police officers, journalists, officers of the armed forces, directors of refugee camps, frontier guards, etc. through their national and international organizations.

22. The role of the international non-governmental organizations and trade unions is of vital importance in human rights education. It often takes the form of specific education (seminars, continuing training, refresher training, etc.) linked to the practical problems encountered in the area of the protection of human rights.

5. Access to information and documentation

23. There exist today numerous means of improving access to information. The mass media (the press, radio, television, etc.) play a leading role in disseminating information on human rights. More use should therefore be made of television, the cinema and other, non-conventional means of communication (such as the theatre, cartoon strips, etc.), in particular to increase public awareness of the problems of rural populations, indigenous populations, and national, ethnic, religious and linguistic minorities.

24. The recent use of the media to disseminate information on human rights must not, however, jeopardize more conventional methods used by UNESCO in this area. It is, in this connection, essential to continue to promote broad dissemination of the principal human rights instruments and other works through translations into various national and local languages. At the same time, the publication of new works should also be encouraged. The effort to be made in this area would appear to be all the more necessary since the political upheavals in the modern world are creating a new need for information on human rights.

25. There is also a need for continued encouragement and improvement of publications on the instruments and bibliography relating to human rights, thus facilitating access to documentation. Another essential element in improving access to documentation is the creation (under study) of a UNESCO data bank on bibliographies and material relating to human rights. In parallel with the implementation of this centralized documentation centre, UNESCO should continue to encourage the already existing and particularly effective decentralized information and documentation systems.

6. International Congress on Education for Human Rights and Democracy (Montreal, Canada, 8-11 March 1993)

26. The upheavals which have taken place in the world since 1987 have almost always had their origins in a demand for freedom, equality and justice. Furthermore, they have underlined the importance of the commitment of individuals and the action of civil society in promoting human rights.

However, they have alas, also highlighted all the risks, dangers and hazards inherent in situations characterized by shortcomings in knowledge, analysis and adherence to the universal values of human rights and democracy.

27. Recent contemporary history has prompted the international community to introduce the concept of education for democracy. The need for in-depth analysis would appear all the more crucial since there is growing awareness of the importance of education for human rights and democracy in order to overcome the serious social problems which exist today. Individuals and civil society must play their roles to the full. This need is felt all over the world, including in the European parliamentary democratic societies where, through the concept of a "democratic deficit", attempts are made to explain a certain disaffection vis-à-vis democratic institutions.

28. There is therefore a need to rethink education for human rights in the light of essential concepts, for example, citizenship, tolerance and democracy in which all are represented. The International Congress on Education for Human Rights and Democracy could therefore set itself the target of adopting a fresh approach to the problems of education for human rights and democracy, and renewing its conceptual approaches and educational practices and methods.

29. Firstly, the Congress could hold a debate on "Human rights and democracy", which could contribute significantly to the analysis of relations between human rights and democracy with a view to action in the areas within UNESCO's competence. The right to education would be highlighted as an essential human right and its fundamental role underlined, for the purposes of the effective exercise of all human rights.

30. The Congress could also undertake an evaluation of education for human rights and democracy throughout the world since the International Congress in Malta. As a result of this overview, it could indicate the manner in which education for human rights and democracy is able to take up the new or renewed challenges which it is posed today by racism, exacerbated nationalism, fundamentalism and all forms of discrimination, and by the problems arising in the area of development, the environment, scientific ethics, etc.

31. As a theoretical framework, the Montreal Congress could approach the concept of education for human rights and democracy from the following four standpoints (not in order of importance):

(a) Education in rights and freedoms: transmission of knowledge; communication of values; practice of rights and freedoms;

(b) Education in citizenship: participation in associations and civic activities; responsibility towards oneself and others; individual commitment;

(c) Education in tolerance (and against racism): knowledge of others; respect for others and their rights; intercultural learning;

(d) Education in democracy for all: recognition of equality between men and women; sharing of responsibility; practice of democracy for all.

B. Action by UNESCO concerning education relating to human rights

1. Normative framework - Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms (1974)

32. Since its adoption, the 1974 Recommendation has been considered by member States as a landmark in, as well as a set of, creative guidelines for the development of international education in general, and human rights education in particular.

33. In 1986, the General Conference established a permanent system of reporting on steps taken by member States to apply the 1974 Recommendation, which includes, as its main elements:

(a) Submission by member States, every six years, of national reports on progress made in implementing the 1974 Recommendation;

(b) Examination of these reports by a consultative committee of experts, and preparation of a synthesis of the reports;

(c) Examination of the reports and their synthesis by the Executive Board of UNESCO before submission to the General Conference;

(d) In-depth studies and consultative missions by the secretariat concerning major questions relating to the implementation of the 1974 Recommendation;

(e) Publication by UNESCO, every six years, of a world status report on progress made in the implementation of the Recommendation.

34. The first national reports and their synthesis were submitted to the General Conference at its twenty-fifth session (Paris, 1989), and the first sexennial report on the progress achieved in the implementation of the 1974 Recommendation was prepared for the twenty-sixth session of the General Conference (Paris, 1991).

35. In their reports, many member States underlined the priority to be given to human rights education. In so doing, they considered respect for human rights and their full observance as being a fundamental prerequisite for international peace, understanding and cooperation for the very survival and development of human civilization.

36. In some member States, human rights education is considered as a compulsory subject of learning and training. It is introduced at all levels and in all forms of education, in the mass media and for various professional groups, as well as in teaching aids with a view to educating people regarding their rights and duties. As evaluations show, due to such compulsory human rights education, people are more able to defend their rights. Evaluations also demonstrate that human rights education is best provided when it is

practised in teaching-situation and school environments. There are also many positive examples of human rights education based on the inclusion of human rights issues in other disciplines and studies rather than teaching about them as a compulsory separate course or subject.

37. In many member States, human rights education is considered as a methodological principle, a nucleus for all other international education programmes. Human rights are applied as a conceptual and methodological principle of teaching about various international issues and concerns such as poverty, development, environmental protection, etc. UNESCO pays special attention to this approach and has already supported, in several countries, in-depth studies and experimental projects.

38. Taking into account the acute problems of multi-culturalism in present-day societies, UNESCO has undertaken initiatives to develop mother-tongue and foreign-language teaching as a means to promote international and intercultural understanding, cooperation, peace and human rights, including the rights of minorities. Among actions to this effect, the following may be mentioned:

(a) A workshop on this theme followed by the publication of a handbook entitled: International Understanding through Foreign Language Teaching;

(b) An information and documentation network on less widely taught languages;

(c) The launching in 1987, of an international project to elaborate new experimental contents and methods for foreign-language teaching with a view to promoting the ideals of the 1974 Recommendation (LINGUAPAX).

39. Environmental education is also related to international understanding, cooperation, peace, human rights, sustainable development and humanistic, ethical and cultural values. In this context, UNESCO has recently launched a number of specific subregional, regional and international projects on environmental education (e.g., UNESCO's Baltic Sea Project, Blue Danube Project, Mediterranean Project) to contribute to the emergence of new environmental ethics and to the observance of a right to a healthy environment.

2. Integrated Action Plan for the development of international education

40. This Integrated Action Plan was approved by the twenty-sixth session of the General Conference as a "flexible and open-ended preliminary framework for initiating action designed to integrate peace and human rights education" (25 C/resolution 7.3). The Plan lays emphasis on the elaboration of human rights as a practical principle of classroom work and improvement of classroom language and activities in order to ensure full respect for human rights in the school environment. As part of the implementation of the Plan during the 1992-1993 biennium, an educational art booklet on human rights has been prepared. It is intended for educators and students of all levels; it combines human rights education through art with pedagogical material on each of the 30 articles of the Universal Declaration of Human Rights.

41. Education for human rights is one of the main themes of the Associated Schools Project (ASP), a growing network of educational institutions (now more than 2,800 institutions in 114 member States) covering pre-school institutions, primary, secondary and technical vocational schools and teacher-training colleges. The main purpose of the ASP is to stimulate innovations and experimental activities in the field of international education, including human rights education. Innovative approaches developed by ASP to promote human rights education were presented at an exhibition on "ASP Alphabet of Ingredients for Human Rights Education" (UNESCO, 1988).

42. Education for democracy now constitutes one of the focal points of UNESCO's activities. The concept and activities for the development of education for democracy are being elaborated on the basis of human rights education, as well as civic education. UNESCO has already organized three significant international meetings concerning the development of democracy: one on "Democratic Culture and Development" (Montevideo, 1990); the second on "Culture and Democracy" (Prague, 1991); and the third on "Education for Democracy" (Tunis, 1992). These meetings highlighted the fundamental role that education must play in developing a culture of democracy and respect for human rights as an integral part of the common values and universal heritage of humanity. A handbook on education for democracy and peaceful conflict resolution designed for the ASP coordinators and schoolteachers is in the process of preparation in cooperation with the Swiss National Commission for UNESCO.

3. Formal education

43. Pursuant to the recommendations of the Malta Congress, UNESCO has encouraged formal education concerning human rights at all levels (primary, secondary, university). To that end, it has promoted certain projects, the direct aim of which was human rights teaching and it has encouraged the training of trainers.

(a) Human rights education

44. In cooperation with the Greek Ministry of Education, in March 1989 UNESCO organized a meeting with the aim of initiating and planning a programme of education relating to human rights at the secondary level. In cooperation with the Chilean National Commission, UNESCO organized a seminar from 14 to 25 October 1991 for the planning of human rights teaching at all levels of Chilean education.

45. The UNESCO Prize for the Teaching of Human Rights has been awarded for outstanding efforts in this field since 1978. In 1988, the Prize was awarded to the Bolivian Asamblea Permanente de los Derechos Humanos, an honourable mention going to Mr. Alfredo Bravo (Argentina), to Mr. and Mrs. Fred Cappucino (Canada) and to Ms. Jeanne Hersch (Switzerland). In 1990 the award went to Mr. Vaclav Havel, President of the Czech and Slovak Federal Republic, with honourable mentions for the Louis-Saillant Institute (France), Mrs. Eva Latham (Netherlands) and the "Task Force on Detainees of the Philippines" (Philippines). In 1992 the Prize was awarded to the Arab Institute for Human Rights (Tunis). Honourable mentions went to Mr. Kéba M'Baye (Senegal), Mrs. Francine Best (France) and Mrs. Shaheen Sarda Ali (Pakistan).

46. Furthermore, UNESCO has welcomed students preparing theses on various subjects concerned with human rights, thus enabling them to extend their knowledge of the subject.

(b) Training of trainers

47. Frequently acting in cooperation with non-governmental organizations or cultural institutes, UNESCO has organized a number of training seminars on human rights and on methods appropriate to human rights teaching. It has cooperated in this manner with the following bodies.

48. The International Centre for the Teaching of Human Rights and Peace (Geneva) (a) in a training seminar on human rights organized in 1988 with the National Commission of Guinea, and (b) on the occasion of the sixth and seventh training sessions for secondary, technical and primary schoolteachers, held in July 1988 and July 1989.

49. The International Institute of Human Rights (Strasbourg), on the occasion of the 19th, 20th, 21st, 22nd and 23rd human rights teaching sessions held every summer in the university between 1988 and 1992, in particular for the publication of the Compendium of Courses in various languages and for financial assistance.

50. The National University of Cuyo, on the occasion of a training session on human rights and international law, held in March 1989 in Mendoza (Argentina).

51. UNESCO has collaborated in the organization of similar seminars on both formal and informal education with the following organizations:

(a) The Asociacion Guatemalteca Pro-Naciones Unidas, for a training seminar on international understanding, human rights and peace, held in August 1989 in Guatemala;

(b) The Asamblea Permanente de los Derechos Humanos on the occasion of a seminar/workshop on human rights, democracies and basic education concerning human rights by formal, informal and popular means, held in November 1989 in La Paz (Bolivia);

(c) Lastly, the Arab Institute for Human Rights (Tunis) on the occasion of its first, second and third training seminars on the theme "Human rights: how to disseminate them?". One of the themes tackled was "UNESCO and human rights: normative and educational activity; research and documentation". Specialists from countries of the region, including lawyers, civil servants, journalists, teachers, doctors and students, participated in these seminars in 1990, 1991 and 1992.

4. Informal education

52. Although informal education, as envisaged in the recommendations of the Malta Congress, affects the whole population, it must be specially encouraged vis-à-vis the occupational categories especially concerned by human rights and particularly vulnerable social groups.

(a) The education of specific occupational categories

53. UNESCO, in collaboration with non-governmental organizations and cultural institutes, has encouraged human rights training in the following occupations:

54. The legal professions, by cooperating in the organization of annual sessions of the Human Rights Training Institute of the Paris Bar. These sessions have been held regularly at UNESCO headquarters since 1989. In the same way, UNESCO has strengthened its cooperation with the Arab Lawyers' Union and the Inter-African Union of Lawyers.

55. The army: UNESCO encouraged the preparation of the international seminar on "Human rights and the army" organized by the International Humanist and Ethical Union, which was held from 3 to 6 September 1989 at Zeist (Netherlands). The seminar brought together 25 participants from the following countries: Belgium, Cameroon, Czechoslovakia, Egypt, France, Germany, Iceland, India, Indonesia, Israel, Netherlands, Nigeria, Norway, Philippines, Russian Federation, United States of America, Zimbabwe. The Minister of Defence of the Netherlands gave an address on the second day of the seminar. The agenda comprised the following subjects:

(a) The role of United Nations peace-keeping forces and human rights;

(b) The role of humanist advisory services in the army;

(c) The political aspects of human rights and the armed forces;

(d) The legal aspects of human rights, humanitarian law and the role of the armed forces;

(e) Human rights education and the army.

Following this seminar, UNESCO entrusted the International Humanist and Ethical Union with the preparation of a study on human rights training in military academies and with the organization of a meeting on "Human rights and the military", which was held in Utrecht (Netherlands) at the end of 1991.

56. The police, on the occasion of an international seminar on "The police and human rights", organized by the International Federation of Senior Police Officers (IFSPO) and the Human Rights Training Institute of the Paris Bar, on the initiative of UNESCO (Strasbourg, 18-19 October 1990). There were some 120 participants in this seminar from 20 or so countries from various regions of the world. The main themes of the meeting were: (a) the police and the exercise of freedoms; (b) the police and foreigners: migratory flows and integration; (c) the police and the rights of the child; and (d) the police and society. This activity was followed up in 1990 by a survey of human rights training programmes in police academies and similar institutions.

57. Similarly, an informal consultation was organized by UNESCO in collaboration with IFSPO and the Human Rights Training Institute of the Paris Bar (Paris, 5 June 1991). One of the outcomes of this meeting was the recommendation that educational material on human rights be prepared for police training centres.

(b) The education of vulnerable social groups

58. UNESCO has encouraged action in this area through the following activities.

59. Child victims of armed conflicts, on the occasion of the organization of a meeting of experts on this subject in collaboration with the National Commission of Costa Rica, held in San José from 3 to 7 May 1988. This meeting was opened by the Minister for Foreign Affairs and Worship of Costa Rica and closed by Mrs. Margarita Penon de Arias, the wife of the President of Costa Rica. In their recommendations, the experts proposed a number of activities to alert the international community to the seriousness of the problem. As regards educational activity for child victims of armed conflicts, the experts recommended, inter alia:

(a) Urgent measures to facilitate the sending of specialist personnel and appropriate educational material;

(b) The elaboration of programmes to promote the education or re-education of these children, with psychological assistance;

(c) The development of educational programmes and material concerning human rights and humanitarian law for the armed forces.

60. The populations of post-apartheid South Africa, on the occasion of a Workshop on human rights for a post-apartheid South Africa organized in Banjul (Gambia), in cooperation with the African Commission on Human and People's Rights. The participants saw one of the priority projects as being human rights education at all levels, including adult education.

(c) Education of the public

61. Even more generally, UNESCO, in collaboration with UNESCO associations, centres and clubs, has encouraged informal education through the organization of the following:

62. The publication, under the title "Three days for human rights" - with reference to the events organized to celebrate the fortieth anniversary of the Universal Declaration, of a special issue in the series "Confluences", containing new ideas for the leaders of UNESCO clubs and youth movements to equip each of them to promote the ideals embodied in the Declaration.

63. A series of lectures and public debates on human rights organized by the UNESCO Centre in Florence. The theme for the celebration of Human Rights Day was "The right to read" in 1989 and "Human rights and literacy" in 1990.

64. The UNESCO clubs in Cotonou (Benin) used the same theme for a human rights workshop during which the participants translated the Universal Declaration into the local languages, Fon and Gun. The same workshop produced a "Practical guide" for persons called on to teach human rights other than in a school setting.

5. Access to information and documentation on human rights

65. If formal and informal education is to be effective, however, it requires access to a broad range of information and documentation on human rights. Improving access to information on human rights means disseminating it more widely. To this end, UNESCO has encouraged the use of conventional methods, as well as new channels of information.

(a) Conventional methods of disseminating information

66. In this connection, UNESCO has promoted the dissemination of the main international human rights instruments and the publication of works dealing with particular aspects of this issue.

67. The dissemination of the basic texts was encouraged, for example, by the translation into local languages and printing of the Universal Declaration of Human Rights, in cooperation with the National Commission of Zambia, during a seminar on the promotion and protection of human rights held in Lusaka in November 1988.

68. The Universal Declaration of Human Rights has also been widely disseminated in the countries of central and eastern Europe as a result of the activities of local UNESCO clubs. The same is true of the Convention on the Rights of the Child.

69. A workshop for young members of UNESCO clubs and representatives of non-governmental organizations, such as the International Movement ATD Fourth World and the Catholic International Child Bureau, was organized in France in December 1988 to mark the beginning of a broad campaign to increase awareness of the Convention on the Rights of the Child. At UNESCO's request, the European Centre for Human Rights Education in Prague prepared a study in 1992 on the implementation of this Convention in the countries of central and eastern Europe.

70. UNESCO publications are designed to provide detailed information on basic and current aspects of human rights. Since 1988, the following works have been published:

(i) Human Rights Teaching (Bulletin), vol. V (reprinted in English and French); vol. VI (double issue on anthropology and human rights), in English in 1988 and in French in 1989; vol. VII on bioethics and human rights, in English and in French in 1992, on the results of the international meeting on bioethics and the social consequences of biomedical research held in Moscow from 13 to 15 May 1991;

(ii) Human rights: questions and answers, by Leah Levin. Indonesian and Japanese versions published in 1988, a revised edition in German in 1988, revised versions in Chinese, English and Swedish in 1989;

(iii) International Dimensions of Humanitarian Law, by the Henri Dunant Institute, in English in 1988, in Russian in 1989, in Spanish in 1990;

(iv) No Distant Millennium, by John Humphrey, Paris, UNESCO, 1989, in English;

(v) The Treatment of Prisoners under International Law, by Nigel Rodley, Oxford University Press, 1988, in English; Technos, Madrid, 1989, in Spanish;

(iv) Histoire de la rédaction de la Déclaration universelle des droits de l'homme, Paris, UNESCO, 1989, in French and English;

(vii) Women in Arab Society: Work Patterns and Gender Relations in Egypt, Jordan and Sudan, UNESCO/Berg, 1990;

(viii) Women in Science: Token Women or Gender Equality?, Paris, UNESCO/Berg/ISSC, 1991;

(ix) Factors and Conditions Conducive to Academic Freedom. Report of the World University Service (WUS)/UNESCO seminar held in Paris from 24 to 26 May 1989, published by WUS in 1990;

(x) Public international law: achievements and prospects, Paris/The Hague, UNESCO/Nijhoff/Pédone, 1991. English and French versions;

(xi) La Déclaration universelle des droits de l'homme: 40ème anniversaire 1948-1988, Paris, UNESCO/L'Harmattan, 1991.

71. UNESCO has also cooperated in the following publications:

(i) El Parlamento Andino y los Derechos Humanos (The Andean Parliament and Human Rights), Caracas, 1989. This book outlines the results of the subregional seminar organized in 1988 on the contribution of the Andean Parliament to the promotion of human rights;

(ii) Les droits de l'homme - 1948-1988, Paris, 1989, which describes the results of the international symposium on "Human rights and excluded population categories" organized from 8 to 10 December 1988 in Paris by the Special Committee of International NGOs for Human Rights and "France-Libertés" on the occasion of the fortieth anniversary of the Universal Declaration of Human Rights;

(iii) La conquête des droits de l'homme, published jointly by the French Federation of UNESCO Clubs and the Human Rights League;

(iv) The Origin of Human Rights, published in English in 1991, in cooperation with the Nicolaus Copernicus University (Torun, Poland).

(b) New channels of information

72. In this connection, UNESCO has encouraged the organization of seminars and supported a number of original initiatives:

(i) A seminar on the promotion and protection of human rights organized in cooperation with the National Commission of the Congo in Brazzaville in October 1988;

(ii) An international meeting on human rights information held with the Fundacion Servicio Paz y Justicia (Argentina) in Buenos Aires in late 1989;

(iii) A seminar on South-South cooperation and exchanges in the field of the promotion and protection of human rights, with the Inter-American Institute of Human Rights. The seminar was held in January 1990 at the Institute's headquarters in San José (Costa Rica) and was attended by members of the African Commission on Human Rights and the Inter-American Court of Human Rights.

73. In more practical terms, UNESCO has cooperated in two original initiatives to promote information on human rights:

(i) A subregional seminar on a human rights charter for the Pacific, organized in Apia (Western Samoa) in May 1989, with the Legal Association of Asia and the Western Pacific (LAWASIA).

(ii) A study of national human rights legislation in the Andean countries, with a view to promoting harmonization of legislation and procedures in the Andean Parliament, prepared in cooperation with the Latin American Human Rights Association (ALDHU).

(c) Improvement of access to documentation

74. As far as the improvement of access to documentation is concerned, UNESCO has been promoting the organization of decentralized documentation centres and the publication of bibliographic information on human rights to ensure that documentation is disseminated more widely.

75. The question of the organization of decentralized documentation centres has been discussed, inter alia, at the following meetings organized by UNESCO:

(i) A regional workshop on human rights documentation organized in La Paz (Bolivia) in 1989 in cooperation with the Latin American Human Rights Association and a number of regional and subregional organizations;

(ii) The International Training Seminar on the Handling of Documentation in the field of Human Rights, Research and Training, in cooperation with the United Nations University at its seat in Tokyo from 22 to 24 November 1988. The participants studied the various ways and means of establishing human rights documentation centres, the choice of technologies and modalities for exchanges of information. The Kanagawa Prefecture (Japan), which is planning to set up a documentation centre for international understanding and human rights, provided some $7,000 for the organization of the seminar. The recommendations made at the seminar related to questions involving the establishment of information and documentation

networks; and the participants defined the specific role of international organizations and NGOs. It was recommended that UNESCO should regularly publish an updated version of Human Rights Documentation, Data Bases and Bibliographies and expand the scope of the World Directory of Human Rights Teaching and Research Institutions to include the content of the research activities, publications and documentation of each institution listed in the directory.

76. With regard to the publication of bibliographic information, UNESCO has been trying to implement the above-mentioned recommendations by publishing:

(i) A Guide to Establishing a Human Rights Documentation Centre, published and distributed by Human Rights Internet (University of Ottawa, Canada) in 1990;

(ii) A new expanded edition of the World Directory of Human Rights Teaching and Research Institutions (previous edition: 1989), published in English, French and Spanish in 1991;

(iii) Access to Human Rights Documentation: Documentation, Data Bases and Bibliographies on Human Rights, published in English in 1991;

(iv) Chart of Ratifications of Major International Human Rights Instruments as at 31 March 1990, in French and English. This document indicates the status of ratifications and accessions by States Members of UNESCO and the United Nations to universal and regional international human rights instruments.

6. Cooperation with international and regional bodies and non-governmental organizations

77. With regard to cooperation with international bodies, UNESCO has strengthened its ties with the United Nations system. This close cooperation relates in particular to:

(i) The United Nations General Assembly. UNESCO contributed to the preparation of a number of reports, particularly the report on the fortieth anniversary of the Universal Declaration of Human Rights contained in document A/43/796 of 21 November 1988;

(ii) The United Nations Centre for Human Rights (Geneva), especially for the launching of the World Public Information Campaign on Human Rights, the implementation of its fellowship programme, the preparations for the International Congress on Education for Human Rights and Democracy (1993), and the production of a human rights teaching manual for higher education.

78. As far as cooperation with regional bodies is concerned, UNESCO has, as mentioned in this report, established close ties with the Andean Parliament. Apart from the activities already referred to, UNESCO and the Andean Parliament cooperated in 1989 in setting up a computerized human rights documentation centre.

79. UNESCO has also cooperated with the African Commission on Human and People's Rights of the Organization of African Unity for the holding of training seminars and the dissemination of the African Charter on Human and People's Rights. Cooperation with the Council of Europe has been strengthened by exchanges of information and publications.

80. UNESCO excels mainly in the field of cooperation with non-governmental organizations. In addition to the widespread cooperation referred to above in connection with the promotion of formal and informal education and access to information and documentation, UNESCO has established an institutional cooperation mechanism, the joint UNESCO/NGO Working Group on Education in Human Rights, Tolerance, Democracy and Peace, which meets once a month on average and has energetically encouraged and evaluated activities relating to human rights education.

Annex IV

I. STATUS OF ARTISTS AND CRAFTSMEN

1. Despite efforts to disseminate the Recommendation concerning the Status of the Artist (1980) through the official UNESCO network, namely, the National Commissions and supervisory ministries, this instrument still appears to be completely unknown in most of the artistic circles concerned. Considerable work on the establishment of a data file and an occupational network, particularly in the developing countries (Asia and the Pacific, Africa, Latin America and the Caribbean), will be necessary before the Recommendation can be disseminated and implemented. Moreover, since artists' NGOs are not highly developed in those regions, they cannot be counted on to help establish these files.

2. Once this first obstacle has been overcome, the remaining, serious problem is that of implementing the Recommendation concerning the Status of the Artist. This very general and very generous Recommendation describes what the status of the artist in our societies should be from a universal standpoint. On a practical level, however, this status is not the same in Asia or Africa as it is in Europe. Actually, it is completely different, both in the exercise of an artistic discipline, which is rarely remunerated in highly traditional societies, and in the fact that cultural life in these societies is not separate from social life as it is in the West.

3. Finally, even when artistic activity becomes individualized, as in Latin America, or in the musical field in Africa and Asia, there is still a wide gap between living and working conditions in these two types of societies. African and Asian artists in particular find attempts to promote unemployment benefits for a musician from these regions to be completely artificial, whereas this issue is a central concern of artists in the West, who are already receiving such benefits and are attempting to improve eligibility for them. This is only one example of the many we could give for each article or paragraph of the Recommendation. In such circumstances, the question might be asked whether, if the Recommendation is to be implemented, it must not first be adapted to the various socio-cultural situations that define the status of the artist throughout the world, with a corresponding adjustment in the Recommendation's spirit of universality.

4. In view of the particularly unfavourable situation of artisans, especially as regards protection of the rights to work, health and social security, UNESCO has taken the initiative, jointly with ILO, in proposing model legislation for artisans to member States. Studies are under way for this purpose and will be discussed at a meeting of experts at UNESCO headquarters in February 1993.

II. ACTIVITIES RELATING TO THE PROTECTION OF COPYRIGHT FOR INTELLECTUAL WORKS

5. Article 27 (2) of the Universal Declaration provides that "Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author". Therefore, UNESCO's action in the field of human rights also concerns the

protection of the rights of authors of intellectual works. On the other hand, the Organization's fundamental mission is also to encourage intellectual creators through the safeguarding of their professional dignity and economic security so that intellectual creativity may continue as a fertile source of learning, knowledge, progress and development.

6. During the period 1990-1992, UNESCO's activities in the field of copyright and so-called neighbouring rights were aimed, inter alia, at promoting the adherence of its member States to the international conventions in this field - the Universal Copyright Convention (administered by UNESCO), to which 88 States are party, the International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations - the Rome Convention (administered jointly by ILO, UNESCO and WIPO), to which 39 States are party, the Convention for the Protection of Producers of Phonograms Against Unauthorized Duplication of their Phonograms, (administered by WIPO in cooperation with UNESCO), to which 43 States are party, and the Convention relating to the Distribution of Programme-Carrying Signals Transmitted by Satellite (administered jointly by UNESCO and WIPO), to which 17 States are party.

7. UNESCO also encourages its member States to adopt legal and practical measures in conformity with the Recommendation on the Protection of Translators and Translations and the Practical Means to Improve the Status of Translators and the Recommendation on the Status of Artists, adopted by the General Conference of UNESCO.

8. The main difficulties for States in accepting the above international instruments may be summarized as follows: the States which have not yet adhered to the Universal Copyright Convention (UCC) are mainly least developed countries. Since they are net importers of the intellectual production indispensable for their development, the main obstacle to their adherence to the UCC is financial. At the same time, many of these States do not have national laws on copyright or the qualified personnel or infrastructures necessary for law enforcement. Even if they do adhere to the above conventions, their laws will remain on paper only and they will not be in a position to respect their international obligations.

9. Under these circumstances, the purpose of UNESCO's action is to draw the attention of the Governments of those States to the essential role played by copyright in the process of development, in order to encourage them to adopt a coordinated policy in this respect, to adopt laws and to adhere to the above international instrument. This is carried out mainly through talks, missions, special documents and UNESCO's publications, including its periodical the Copyright Bulletin. In addition, UNESCO wishes to help these countries in the elaboration of their national laws in this field or in revising the laws to settle problems raised by new technical means of using protected works. It provides help in organizing training courses and seminars, at both national and regional levels, for the personnel involved in the exercise, administration and protection of authors' rights, including judges and magistrates, who play a key role in law enforcement.

10. Given the almost total lack of qualified personnel in many countries, UNESCO has recently elaborated a programme to teach copyright for introduction into university studies, at least as a first step, in the main universities of each developing country. Meetings of experts, i.e. university professors, have already been held to raise awareness and/or to discuss the programme in Latin American, Arab and French-speaking African regions. In 1993, similar meetings will be held in Asia, the Pacific and English-speaking African regions. A special manual is being prepared in English, French and Spanish to accompany this programme. At a later stage, it may be translated into various national languages. In the long term, UNESCO intends to encourage the creation of special chairs on intellectual property rights inviting, to begin with, visiting professors to deliver lectures on this subject.

11. In order to provide legal help and information to Governments and specialists, UNESCO makes considerable efforts through its publications: it periodically updates the compilation "Copyright Laws and Treaties of the World", published in loose-leaf binder form in English, French and Spanish, and is presently creating an electronic database of this compilation which would also contain a selected case law (jurisprudence) and law doctrine bibliography. It is expected that a CD ROM publication of this in English, French and Spanish will be completed in 1994-1995 with voluntary contributions from some Governments (United States of America, United Kingdom, Spain and France).

12. To ensure respect for the rights of authors in all countries, UNESCO endeavours to heighten public awareness of copyright through video cassettes that make the principal concepts easy to understand. The first one is a remarkable 12-minute performance by the French mimic, Marcel Marceau, who expresses with humour and sensitivity what copyright is and why it needs to be protected and respected.

13. In the last five years, UNESCO has also been engaged in anti-piracy activities. A consultation meeting on this subject, with the international intergovernmental organizations concerned, was held in 1989. In September 1992, a Seminar on counterfeiting was held at the UNESCO headquarters in Paris by the International Federation of Senior Police Officers in cooperation with UNESCO. An International Seminar, of which the main topic was the fight against piracy, was held in Romania in October 1992. The secretariat of UNESCO has recently prepared a study on the ways and means to combat piracy, which will be submitted for discussion by the Intergovernmental Copyright Committee in June 1993. Certain articles on this subject were published in the UNESCO Copyright Bulletin in 1992.

14. Finally, in November 1992, UNESCO held a meeting to study the challenges of copyright on the eve of the twenty-first century. Well-known authors of literary, scientific, musical and artistic works took part, as well as performers, lawyers, economists and sociologists. It is expected that the participants' opinions, thoughts and conclusions will help UNESCO in the planning of its future action in this very important field.

Annex V

I. FREEDOM OF INFORMATION AND HUMAN RIGHTS

1. Although freedom of expression is a fundamental human right, it cannot be dissociated from freedom of information, i.e. the right "to seek, receive and impart information and ideas through any media and regardless of frontiers" (Universal Declaration of Human Rights, art. 19). Without access to information and knowledge, the possibility for anyone to express himself would be extremely limited. As for freedom of the press, it is an integral part of freedom of information.

2. The implementation of the other rights is to a large extent dependent on freedom of information. To cite just a few examples, universal suffrage, the right to be elected and the right to form political associations would be non-existent if they were not accompanied by freedom of information, the foundation of every democratic society.

3. Today, freedom of information, especially freedom of the press, plays a crucial role in changing totalitarian and authoritarian regimes into democratic societies. Freedom of the press is an essential component of democracy. This explains why it is first on the list of prohibitions when anti-democratic forces come to power. Are not radio and television the main targets of every coup d'état? Independent and pluralist media stimulate citizens' participation in the social and political life of their societies and promote dialogue between individuals, groups and nations. They are in fact the leaven of every democratic society.

4. The formidable technological revolution that has created the contemporary information world has further strengthened the role of the media in society. Extraordinary means of production, dissemination and access to information exist today. We are witnessing a profusion of new technologies, such as satellites and computers, and new uses are emerging, particularly as a result of the miniaturization and mobility of equipment. More rapid forms of information processing and exchange have also developed. We have entered the communication era.

5. The advent of this information society brings with it high expectations, but also a certain amount of concern about its possible negative effects. Thus, since the fall of the Berlin wall, we have witnessed the formidable influence of the media which in Eastern and Central Europe were a decisive factor in transforming political structures and promoting the transition to democracy, by encouraging participation and dialogue among citizens. At the same time, this information revolution has had negative effects, which have to some extent endangered the pluralism of the media and alienated the citizen's freedom of judgement. For example, technological progress in the electronic media now makes it possible to eliminate the time-lag between the event and commentary on the event. The live television coverage of the Gulf war, events in Eastern Europe and even more recently, events in ex-Yugoslavia and Somalia has clearly demonstrated these developments. The media have in a way become players in these events.

6. Back when live coverage did not exist, there was always an interval between the time when the journalist learned of an event and the time when that event was screened. This interval was used by the journalist to stand back from the event as it were, and to undertake verification and analysis. In modern times, technology has made extraordinary progress, to the point where it can virtually turn live news into a thriller.

7. Progress in technology, the challenges of competition, the proliferation of sources and the need for instant processing have all caused information to become more fragile. This shows the extent to which the question of the credibility of news, and thus of the public's confidence, now dominates the world of communication, to the extent that the electronic media - especially pictures - are the main source of information for the vast majority of citizens.

8. The concentration of advanced technology in the hands of a few major television stations may also pose a threat to pluralism in information. In the medium term, it may also threaten the cultural identity of all those whose television industry has neither the technical nor financial means to provide its own live coverage of major international events.

9. In conclusion, with regard to article 19, the Vienna Conference might deal with two sets of questions: (a) the role played by freedom of information, especially freedom of the press, in the implementation of other rights (freedom of the press = essential component of democracy); and (b) the ways of preserving the citizen's freedom of judgement and cultural identity in the face of the occasionally perverse or alienating effects of the technological development of the electronic media, without jeopardizing freedom of expression.

II. FREE FLOW OF INFORMATION AND FREEDOM OF EXPRESSION

10. In November 1989, the world witnessed a most welcome event - the opening of the Berlin Wall. No event better symbolized the end of the cold war and the tide of democracy that was sweeping over Eastern Europe, stirring the hopes and aspirations of people everywhere for freedom. The profound changes taking place in the political landscape of Europe and the world changed UNESCO itself. The end of ideological rivalries and divisions put to rest the bitter controversies of the past and made possible a new consensus on a strategy for the development of communication - a consensus of 161 member States of UNESCO that accepted fully and without equivocation the fundamental principles of freedom of expression, freedom of the press and the "free flow of information by world and image".

A. New communication strategy: principles

11. The idea of a "new communication strategy" was first mooted by the Executive Board at its 129th session (May 1989), when it concluded that, at a time of innovation, it was opportune "to take the lessons of past experience to heart, and to explore the possibilities of a new strategy whereby the Organization's global objectives may be attained in such a manner as to dispel the misunderstandings".

12. The specific thrust of the new strategy emerged, however, as a result of a sustained dialogue within the Executive Board and among Member States. Its actual contents, and their interrelationship were fixed by a debate which continued into the 25th session of the General Conference in 1989, especially in Commission IV, mandated to review Major Programme IV, "Communication in the service of humanity". In the course of this debate the entire working and structure of the Third Medium-Term Plan (for 1990-1995) in relation to communication was examined, to eliminate all potential misunderstanding, and an approach was agreed which was summarized in paragraph 243 of the Plan:

> "Its objective throughout is to render more operational the concern of the Organization to ensure a free flow of information at international as well as national levels, and its wider and better balanced dissemination, without any obstacle to the freedom of expression, and to strengthen communication capacities in the developing countries, so that they can participate more actively in the communication process."

13. The new programme calls upon UNESCO to work for the development of free, independent and pluralistic media in both the private and public sectors. It calls upon the Organization and its member States to facilitate and guarantee for journalists the freedom to report and to have the fullest possible access to information, and to ensure that public and private media in the developing countries are provided with the conditions necessary to consolidate their independence.

14. Finally, the formula adopted by the 25th session of the General Conference to define freedom of information, made it abundantly clear that the free flow of information must be unrestricted: it cannot be modified without changing the nature of the concept. While developing countries wish, legitimately, for more means and opportunities to make their voices heard, it was also stated that it is necessary to reinforce infrastructures and human resources, to allow them to participate more actively in the communication process. All these strands of the communication programme of UNESCO are therefore focused, from their different perspectives, on freedom of information, and on pluralist, independent and diverse media to produce and distribute that information.

15. It should also be noted that the United Nations General Assembly has adopted by consensus resolution 45/76A on 11 December 1990, which is in accord with UNESCO's communication strategy.

16. New developments have opened new possibilities for UNESCO and it was important not only to reach a consensus but also to detail the content of the new strategy.

B. Translation of the new communication strategy into concrete actions

1. Free flow of information

(a) Regional seminars on independent and pluralist media

17. The challenge posed by the emergence of an independent press in eastern Europe was rapidly met by UNESCO through an informal meeting (convened at its Headquarters in February 1990), attended by over 90 journalists representing the new independent press in Central and Eastern Europe and the major western European, United States and Canadian media.

18. This initiative was taken at the request of several international media organizations: the International Press Institute (IPI), the International Federation of Newspaper Publishers (FIEJ), the World Press Freedom Committee (WPFC), the North American National Broadcasters Association (NANBA), the Inter-American Press Association (IAPA), and the International Federation of Periodical Press (FIPP). Its objective was to bridge the newly independent press of Eastern and Central Europe with its Western counterpart to assess the problems to which this newly independent press is confronted and to identify possible concrete actions to meet the most urgent demands.

19. In April 1990 UNESCO cooperated with the International Radio and Television University (URTI) for the organization of a colloquium for the directors of European and North American broadcasting organizations attended by 110 participants. The objective of this meeting was in line with that of the February meeting.

20. Encouraged by the outcome of both the February and April meetings devoted to the situation in Central and Eastern Europe and to respond to the democratization process in a number of African countries, UNESCO, jointly with the Untied Nations Department of Information (UN-DPI), organized a Seminar on Promoting an Independent and Pluralistic African Press, in Namibia (29 April-3 May 1991). This Seminar brought together 63 participants, attending in their personal capacities, from 38 countries. It was supported by UNDP, CIDA, Communication Assistance Foundation (the Netherlands), DANIDA, FINNIDA, Friedrich Ebert Stiftung, Institut Panos, the International Federation of Newspaper Publishers (FIEJ), the International Press Institute (IPI), SIDA and the Norwegian Government. The participants adopted at the end of the Seminar a so-called "Windhoek Declaration", which constitutes an important milestone in the struggle for free, independent and pluralistic media in this part of the world (see in Appendix 1: Declaration of Windhoek on promoting an independent and pluralistic African Press).

21. A similar Seminar on Promoting Independent and Pluralistic Media, held in Alma Ata, Kazakhstan, from 5 to 9 October 1992 was jointly organized by the United Nations, through DPI, UNESCO and the Kazakh Organizing Committee. Fifty-one participants from 25 countries attended in their personal capacity; there were also 24 observers from Asian media organizations; 12 representatives of non-governmental organizations; 1 from an IGO; and 8 Member States of the United Nations and UNESCO. As a result of this Seminar, a Declaration has been adopted by the participants

proclaiming "their full support for and total commitment to the fundamental principles of the Declaration of Windhoek, and acknowledge its importance as a milestone in the struggle for free, independent and pluralistic print and broadcast media in all regions of the world". Specific project proposals have been envisaged regarding the legislation, training, free flow of information, safety of journalists, public service broadcasting, professional associations and special economic issues (see in Appendix 2: Declaration of Alma Ata on promoting independent and pluralistic Asian Media).

22. Plans have already been initiated, in association with regional media organizations for organizing the same type of seminar for Latin America early in 1994.

23. The meetings have led to several practical initiatives, especially in the areas of journalism, management training and media freedom, detailed in the following sections.

(b) Central and Eastern European Media Centre

24. In accordance with a recommendation adopted at the February 1990 meeting, UNESCO has helped in the establishment, in Warsaw, of a Central and Eastern European Media Centre, initiated by the Polish Journalist Association. The Centre organizes professional training courses and seminars both on national and regional level, language and computer training, as well as seminars and meetings to promote exchanges between Central/Eastern European and Western European/North American media professionals. The Centre has received initial financial and/or technical support from UNESCO, UNDP, the Netherlands, Poland, the United States, and a number of non-governmental organizations and institutes. In late 1992, the Centre organized a regional training course in Media Economics with financial support from UNESCO. (For further information on the Centre's activities, please contact: Director, Central and Eastern European Media Centre, Nowy Swiat 58, 00950 WARSAW, Tel. 261 096, Fax. 268 962.)

(c) UNESCO East-West European media professionals: training programme

25. One major conclusion of the East/West press meeting was also the inadequate training possibilities for Eastern European journalists in relation to the emerging pluralist media landscape. A coordination mechanism for attachments of Eastern European media professionals and journalism students in Western media organizations and journalism schools was set up at the UNESCO secretariat in the second half of 1990 and continues to be expanded.

26. The long-term objectives of this training programme are to promote pluralism and sustain media freedom and independence; to improve professional skills and the qualifications of journalists and other media professionals; and to stimulate and foster exchanges of information between Eastern European and Western European/North American countries. The positive feedback that we have obtained from the cooperating media organizations has shown the importance of these objectives.

27. In 1991, placements were organized for 34 media professionals. In one of these cases the feedback was negative, in a few cases neutral, but in most cases very positive, reminding us that these exchanges have not only been appreciated by Eastern European colleagues but have also been very useful in educating and stimulating journalism practitioners in the West, who have kept their minds open and taken the opportunity to both teach and learn. In 1992-1993, approximately 16 study-visits can be sponsored under the Regular Programme Budget. Extrabudgetary funding is systematically being sought for training of Central and Eastern European journalists.

(d) Media legislation

28. In the process that will continue for years to come of developing, updating and revising media policies, the adaption of the legislative framework to favour new information and communication systems will have a crucial role. In the debate on media legislation, it will be useful to have available the experience of a number of countries with pluralistic media traditions and appropriate solutions to questions of major importance to policy makers and media legislators.

29. By the end of 1992, as a contribution to the needs of policy makers and media legislators in central and Eastern Europe, a survey on press legislation will be carried out. As a first phase of the project, a UNESCO Study on Broadcasting Laws in Western Europe and North America, was implemented in 1991.

30. The survey on press legislation will document the relevant articles of international conventions related to press freedom and related issues; document and analyse the ways in which the constitutional provisions and/or press laws in selection countries deal with topics related, inter alia, to the freedom of expression and other important issues, such as defamation and protection of journalists' sources. The results will be widely distributed to Central and Eastern European media and research organizations and policy makers, as well as to Governments which at present are drafting new media legislation, professional organizations, policy makers, human rights groups etc. in all regions.

(e) Strengthening press freedom in Africa

31. The Windhoek Seminar identified a number of initiatives and projects:

(a) Development of cooperation among private African newspapers;

(b) Creation of separate independent national unions for publishers, news editors and journalists;

(c) Creation of regional unions for publishers, news editors and journalists;

(d) Development and promotion of non-governmental regulations and codes of ethics in each country;

(e) Financing of a study on the readership of independent newspapers in order to set up groups of advertising agents;

(f) Financing of a feasibility study for the establishment of an independent press aid foundation, and research into identifying capital funds for the foundation;

(g) Financing of a feasibility study for the creation of a central board for the purchasing of news print equipment;

(h) Support and creation of regional African press enterprises;

(i) Aid with a view to establishing structures to monitor attacks on freedom of the press and the independence of journalists.

32. A number of these projects have been or are being submitted for consideration by the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) and eventual funds-in-trust donors.

(f) Contracts with free press organizations

33. A permanent and sustained collaboration has been revitalized between UNESCO and press freedom organizations such as the International Press Institute (IPI) (which has an NGO collaborative Status A), the International Federation of Journalists (through publications, and a new project proposal), the International Federation of Newspaper Publishers (FIEJ) (through an IPDC project), the World Press Freedom Committee (notably through the Eastern and Central European Media Centre in Warsaw). Furthermore, these organizations are members of the Consultative Committee, which handles the organizations and the implementation of the seminars on independence and pluralism of the media (Windhoek and Alma Ata).

34. In addition, the UNESCO secretariat has taken initiatives to collaborate with young press freedom organizations. Assistance has been given to such groups as Article 19 (United Kingdom), the Committee to Protect Journalists (United States of America), Index on Censorship (United Kingdom) and Reporters sans Frontières (France), to help in their reporting, coordinating and operational functions.

35. Two projects, initiated and executed by NGOs, are now financed by IPDC:

(a) Reporters sans Frontières has set up an "Alert system" in Africa, intended to take action against threats on journalists or attacks on newspapers, radio/television stations or other media organizations (follow-up to the Windhoek Seminar).

(b) FIEJ and Reporters sans Frontières will establish a sponsorship system between newspapers in the developed countries and African publications (follow-up to the Windhoek Seminar).

26. Another project proposal has been submitted to UNESCO, by the International Federation of Journalists (IFJ). It is the result of the common initiative of several non-governmental organizations (Article 19, Canadian Committee to Protect Journalists, Central American Office for the Protection of Journalists and Freedom of Expression, Committee to Protect Journalists, Fund for Free Expression, Index on Censorship, International Pen, Reporters Association of Thailand, Reporters sans Frontières, Western African Journalists Association) pressing for greater freedom of information and expression, and improved national and international standards to protect these freedoms. This proposal concerns the establishment of an international network of information exchange (IFEX) and an action alert network among freedom of expression groups and human rights organizations.

(g) International Press Freedom Day

37. At the end of the Windhoek Seminar, the 63 participants, as well as the representatives of non-governmental organizations adopted the Declaration of Windhoek (see Appendix II), which recounts the difficulties facing an independent African press and proposed measures designed to overcome them. The Declaration solemnly affirms that "the establishment, maintenance and fostering of an independent, pluralist and free press is essential to the development and maintenance of democracy in a nation, and for economic development".

38. In resolution 4.3, Promotion of a free press in the world, the 26th session of the General Conference (November 1991) considered the Windhoek Seminar as a catalyser in the process of establishing a free, independent and pluralist press in Africa. Furthermore it recapitulated the key phase of the Declaration, in stating that "a free, pluralist and independent press is an essential component of every democratic society". In applauding the initiative of the Director-General and the Secretariat in organizing the Windhoek Seminar, the General Conference invited the Director-General to extend this endeavour to other regions of the world, to encourage the freedom of the press and promote the independence and pluralism of the media.

39. The Conference also requested the Director-General to transmit to the United Nations General Assembly the request expressed by the member States of UNESCO that 3 May be declared "the International Day for Freedom of the Press"; and suggested that the Director-General and the Secretary-General of the United Nations examine the possibility of a joint report on the advancement of the freedom of the press in the world.

40. At UNESCO this year, this day was celebrated in the presence of the Kenyan journalist, Gitobu Imanyara, who was in prison at the time of the Windhoek Seminar and the interventions of the International Federation of

Journalists, the International Federation of Newspaper Publishers and the Reporters san Frontières. The Director-General reaffirmed the decision of UNESCO to act as "guarantor" of freedom of the press and the pluralism of the media in the world. He also took this opportunity to request the 51 member States of the Conference on the Security and Cooperation in Europe to adopt the Charter for a Free Press presented by several professional organizations.

(h) Publications

41. Publications and studies on the subject of a free, independent and pluralist press have been stepped up. These include:

(a) The publication of a collection of case studies on The Vigilant Press and a global survey on the Protection of Sources.

(b) A third international study on the impact of new communication technologies on information pluralism. This study entitled: New Communication Technologies: A Challenge for Press Freedom, examines how the new communication technologies are influencing press freedom and especially questions of censorship. It has been edited by Colin Sparks (School of Communication, Polytechnic of Central London) and has been published in the UNESCO Series "Reports and Papers on Mass Communication".

(c) A worldwide survey of journalists' access to information was launched in 1991 by the International Federation of Journalists (IFJ) and is now distributed.

2. Communication development and the International Programme for the Development of Communication

42. The UNESCO new communication strategy emphasizes that, for information to flow freely, and for its wider dissemination to be achieved without any obstacle to the freedom of expression, a principal need is to strengthen the capabilities of the developing countries, so as to give them a distinctive voice in international dialogue. The International Programme for the Development of Communication (IPDC) is the main operational arm of this strategy.

43. Established over a decade ago, for the specific purpose of creating and/or strengthening communication infrastructures and related human resources in developing countries, it became operational in 1982. Since then, the IPDC has assisted more than 460 communication projects in 107 countries. The total contributions to the IPDC since its foundation amount to 23,495,500 million dollars under the Special Account and 25,543,000 under funds-in-trust arrangements.

Reform process

44. Over the past three years, a reform process has been under way within the IPDC, designed to streamline its working procedures, concentrate its resources and provide better guidance and support. The Intergovernmental Council has considered a procedural manual, adopted a project users' guide, improved the selection processes (to emphasize project quality) and concentrated its resources. At its last session in 1992, the Council introduced a new rule in the submission of requests, enabling foundations and similar institutions to submit projects directly to the IPDC Bureau.

45. During its discussion, the Council stressed that the orientation of IPDC to freedom of the press, pluralism and independence of the media must become a priority concern. Consequently, the revised procedures provide that member States may submit two projects to each session, one concerning private media, the other, public media.

Appendix 1

DECLARATION OF ALMA ATA ON PROMOTING INDEPENDENT AND PLURALISTIC ASIAN MEDIA

We the participants in the United Nations/United Nations Educational, Scientific and Cultural Organization Seminar on Promoting Independent and Pluralistic Asian Media, held in Alma Ata, Kazakhstan, from 5 to 9 October 1992,

Recalling Article 19 of the Universal Declaration of Human Rights, which states that "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media, and regardless of frontiers",

Recalling General Assembly resolution 59 (I) of 14 December 1946, stating that freedom of information is a fundamental human right, and General Assembly resolution 45/76 A of 11 December 1990 on information in the service of humanity,

Recalling resolution 104 adopted by the General Conference of UNESCO at its twenty-fifth session in 1989, in which the main focus is the promotion of "the free flow of ideas by word and image - at international as well as national levels",

Recalling resolution 4.3 adopted by the General Conference of UNESCO at its twenty-sixth session in 1991, which recognizes that a free, pluralistic and independent press is an essential component of any democratic society and which endorses the Declaration adopted by the participants at the United Nations/UNESCO Seminar on "Promoting an Independent and Pluralistic African Press", held in Windhoek, Namibia, from 29 April to 3 May 1991,

Stressing the growing role of the International Programme for the Development of Communication (IPDC), whose Intergovernmental Council decided, at its February 1992 session, to give priority to projects which seek to reinforce independent and pluralistic media,

Noting with appreciation the message of the Secretary-General of the United Nations to the Seminar, delivered on his behalf by his representative, the Executive Secretary of the Economic and Social Commission for Asia and the Pacific, and the statement made by the Assistant Director-General for Communication, Information and Informatics of UNESCO on behalf of the Director-General of UNESCO at the opening of the Seminar,

Expressing our sincere appreciation to the United Nations and UNESCO for organizing the Seminar,

Expressing our gratitude to the Government and people of the Republic of Kazakhstan for their kind hospitality, which facilitated the success of the Seminar,

Expressing also our sincere appreciation to all the intergovernmental, governmental and non-governmental bodies and organizations, in particular the United Nations Development Programme (UNDP), which contributed to the United Nations/UNESCO effort to organize the Seminar,

Recognizing the historic emergence of newly independent media in the Central Asian Republics of the former Soviet Union, and the need to build upon the innovative achievements of the Seminar in Africa,

Declare our full support for, and total commitment to, the fundamental principles of the Declaration of Windhoek, and acknowledge its importance as a milestone in the struggle for free, independent and pluralistic print and broadcast media in all regions of the world.

SPECIFIC PROJECT PROPOSALS

In Asia and the Pacific, including the newly independent Central Asian Republics of the former Soviet Union, which identify with the Asian region, we seek practical application of the principles enshrined in the Declaration of Windhoek, in conjunction with relevant national and international professional organizations and relevant United Nations agencies, in the following specific project proposals and in the following fields:

I. Legislation

To give expert advice and legal drafting assistance to replace redundant press laws inherited at independence with laws that create enforceable rights to freedom of expression, freedom of opinion, access to information and freedom of the press; to abolish monopolies and all forms of discrimination in broadcasting and allocation of frequencies, in printing, newspaper and magazine distribution, and in newsprint production and distribution; and to abolish barriers to launching new publications, and discriminatory taxation.

II. Training

To promote a programme of national in-country and subregional seminars and/or training courses covering:

(a) professional skills, including extensive training and treatment of development issues;

(b) management, marketing and technical skills for the print and broadcast media;

(c) international principles of freedom of speech, freedom of expression, freedom of information and freedom of the press;

(d) international principles of freedom of association, management/staff relations, collective bargaining skills and the rights and responsibilities of representative associations of journalists, editors, broadcasters and publishers;

(e) principles of journalists' independence and the relationship between the editorial department of a newspaper, the board of directors and the administrative, advertising and commercial departments;

(f) appropriate curricula and training methodology for journalism training institutions (including tutor/lecturer exchange programmes) and special trainer programmes;

(g) access to training programmes and facilities;

(h) codes of conduct relating to advertising in the broadcast media;

(i) the rights of women in the media, and the rights of minority groups within societies.

III. Free Flow of Information

As a matter or urgency:

(a) To support the establishment of media resource centres in the Central Asian Republics where journalists and other media personnel can gain access to international news and information, manuals, textbooks and study materials, and where they can utilize desk-top publishing equipment to prepare material for publication;

(b) to assist independent media in the upgrading of production, content and presentation of television news and current affairs programmes through the provision of new technology and the exposure of staff to modern and alternative production techniques and values;

(c) to assist in the establishment of an inter-country news exchange service, in order to increase the flow of international, national and regional news and information to and from neighbouring countries, and to help upgrade technology and develop more extensive communication links.

IV. Safety of Journalists

To support the right of journalists to exercise their profession safely, and to establish a protection centre (or centres) in the region to link up with the proposed IFEX (International Freedom of Information Exchange) Action Alert Network for Asia, aiming specifically at the safety of journalists and press freedom issues.

V. Public Service Broadcasting

To encourage the development of journalistically independent public service broadcasting in place of existing State-controlled broadcasting structures, and to promote the development of community radio.

To upgrade educational broadcasting through support for distance education programmes such as English-language instruction and formal and non-formal education, literacy programmes, and information programmes on AIDS, the environment, children, etc.

VI. Professional Associations

To assist Central Asian journalists, editors, publishers and broadcasters in establishing truly independent representative associations, syndicates or trade unions of journalists and associations of editors, publishers and broadcasters where such bodies do not yet exist.

VII. Special Economic Issues

To identify economic barriers to the creation of new, independent media in Central Asia and in particular to arrange a feasibility study into alternative methods of acquiring and distributing newsprint, alternative facilities for printing and distributing newspapers and magazines and alternative means of obtaining low-interest credit.

* * *

The above projects, while identified as specific needs of Central Asian media, have region-wide applications. The participants call on UNESCO and its International Programme for the Development of Communication (IPDC), the United Nations, in particular the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), the United Nations Development Programme (UNDP), international professional organizations, donor countries, foundations and other interested parties to contribute generously to, and cooperate in, the implementation of these initiatives.

The participants request that this Declaration be presented by the Secretary-General of the United Nations to the United Nations General Assembly, and by the Director-General of UNESCO to the General Conference of UNESCO.

Alma Ata, 9 October 1992

Appendix 2

DECLARATION OF WINDHOEK ON PROMOTING AN INDEPENDENT AND PLURALISTIC AFRICAN PRESS

We the participants in the United Nations/United Nations Educational, Scientific and Cultural Organization Seminar on Promoting an Independent and Pluralistic African Press, held in Windhoek, Namibia, from 29 April to 3 May 1991,

Recalling the Universal Declaration of Human Rights,

Recalling General Assembly resolution 59 (I) of 14 December 1946 stating that freedom of information is a fundamental human right, and General Assembly resolution 45/76 A of 11 December 1990 on information in service of humanity,

Recalling resolution 25C/104 of the General Conference of UNESCO of 1989 in which the main focus is the promotion of "the free flow of ideas by word and image among nations and within each nation",

Noting with appreciation the statements made by the United Nations Under-Secretary-General for Public Information and the Assistant Director-General for Communication, Information and Informatics of UNESCO at the opening of the Seminar,

Expressing our sincere appreciation to the United Nations and UNESCO for organizing the Seminar,

Expressing also our sincere appreciation to all the intergovernmental, governmental and non-governmental bodies and organizations, in particular the United Nations Development Programme (UNDP), which contributed to the United Nations/UNESCO effort to organize the Seminar,

Expressing our gratitude to the Government and people of the Republic of Namibia for their kind hospitality which facilitated the success of the Seminar,

Declare that:

1. Consistent with article 19 of the Universal Declaration of Human Rights, the establishment, maintenance and fostering of an independent, pluralistic and free press is essential to the development and maintenance of democracy in a nation, and for economic development.

2. By an independent press, we mean a press independent from governmental, political or economic control or from control of materials and infrastructure essential for the production and dissemination of newspapers, magazines and periodicals.

3. By a pluralistic press, we mean the end of monopolies of any kind and the existence of the greatest possible number of newspapers, magazines and periodicals reflecting the widest possible range of opinion within the community.

4. The welcome changes that an increasing number of African States are now undergoing towards multi-party democracies provide the climate in which an independent and pluralistic press can emerge.

5. The worldwide trend towards democracy and freedom of information and expression is a fundamental contribution to the fulfilment of human aspirations.

6. In Africa today, despite the positive developments in some countries, in many countries journalists, editors and publishers are victims of repression - they are murdered, arrested, detained and censored, and are restricted by economic and political pressures such as restrictions on newsprint, licensing systems which restrict the opportunity to publish, visa restrictions which prevent the free movement of journalist, restrictions on the exchange of news and information, and limitations on the circulation of newspapers within countries and across national borders. In some countries, one-party States control the totality of information.

7. Today, at least 17 journalists, editors or publishers are in African prisons, and 48 African journalists were killed in the exercise of their profession between 1969 and 1990.

8. The General Assembly of the United Nations should include in the agenda of its next session an item on the declaration of censorship as a grave violation of human rights falling within the purview of the Commission on Human Rights.

9. African States should be encouraged to provide constitutional guarantees of freedom of the press and freedom of association.

10. To encourage and consolidate the positive changes taking place in Africa, and to counter the negative ones, the international community - specifically, international organizations (governmental as well as non-governmental), development agencies and professional associations - should as a matter of priority direct funding support towards the development and establishment of non-governmental newspapers, magazines and periodicals that reflect the society as a whole and the different points of view within the communities they serve.

11. All funding should aim to encourage pluralism as well as independence. As a consequence, the public media should be funded only where authorities guarantee a constitutional and effective freedom of information and expression and the independence of the press.

12. To assist in the preservation of the freedoms enumerated above, the establishment of truly independent, representative associations, syndicates or trade unions of journalists, and associations of editors and publishers, is a matter of priority in all the countries of Africa where such bodies do not now exist.

13. The national media and labour relations laws of African countries should be drafted in such a way as to ensure that such representative associations can exist and fulfil their important tasks in defence of press freedom.

14. As a sign of good faith, African Governments that have jailed journalists for their professional activities should free them immediately. Journalists who have had to leave their countries should be free to return to resume their professional activities.

15. Cooperation between publishers within Africa, and between publishers of the North and South (for example through the principle of twinning), should be encouraged and supported.

16. As a matter of urgency, the United Nations and UNESCO, and particularly the International Programme for the Development of Communication (IPDC), should initiate detailed research, in cooperation with governmental (especially UNDP) and non-governmental donor agencies, relevant non-governmental organizations and professional associations, into the following specific areas:

(i) identification of economic barriers to the establishment of news media outlets, including restrictive import duties, tariffs and quotas for such things as newsprint, printing equipment, and typesetting and word processing machinery, and taxes on the sale of newspapers, as a prelude to their removal;

(ii) training of journalists and managers and the availability of professional training institutions and courses;

(iii) legal barriers to the recognition and effective operation of trade unions or associations of journalists, editors and publishers;

(iv) a register of available funding from development and other agencies, the conditions attaching to the release of such funds, and the methods of applying for them;

(v) the state of press freedom, country by country, in Africa.

17. In view of the importance of radio and television in the field of news and information, the United Nations and UNESCO are invited to recommend to the General Assembly and the General Conference the convening of a similar seminar of journalists and managers of radio and television services in Africa, to explore the possibility of applying similar concepts of independence and pluralism to these media.

18. The international community should contribute to the achievement and implementation of the initiatives and projects set out in the annex to this Declaration.

19. This Declaration should be presented by the Secretary-General of the United Nations to the United Nations General Assembly, and by the Director-General of UNESCO to the General Conference of UNESCO.

Annex to the Declaration of Windhoek

Initiatives and Projects Identified in the Seminar

I.

Development of cooperation between private African newspapers:

- to aid them in the mutual exchange of their publications:
- to aid them in the exchange of information:
- to aid them in sharing their experience by the exchange of journalists:
- to organize on their behalf training courses and study trips for their journalists, managers and technical personnel.

II.

Creation of separate, independent national unions for publishers, news editors and journalists.

III.

Creation of regional unions for publishers, editors and independent journalists.

IV.

Development and promotion of non-governmental regulations and codes of ethics in each country in order to defend more effectively the profession and ensure its credibility.

V.

Financing of a study on the readership of independent newspapers in order to set up groups of advertising agents.

VI.

Financing of a feasibility study for the establishment of an independent press aid foundation and research into identifying capital funds for the foundation.

VII.

Financing of a feasibility study for the creation of a central board for the purchase of newsprint and the establishment of such a board.

VIII.

Support and creation of regional African press enterprises.

IX.

Aid with a view to establishing structures to monitor attacks on freedom of the press and the independence of journalists following the example of the West African Journalists' Association.

X.

Creation of a data bank for the independent African press for the documentation of news items essential to newspapers.